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Roxbury College Preparatory Charter School

Roxbury, MA

Application for a Public School Charter

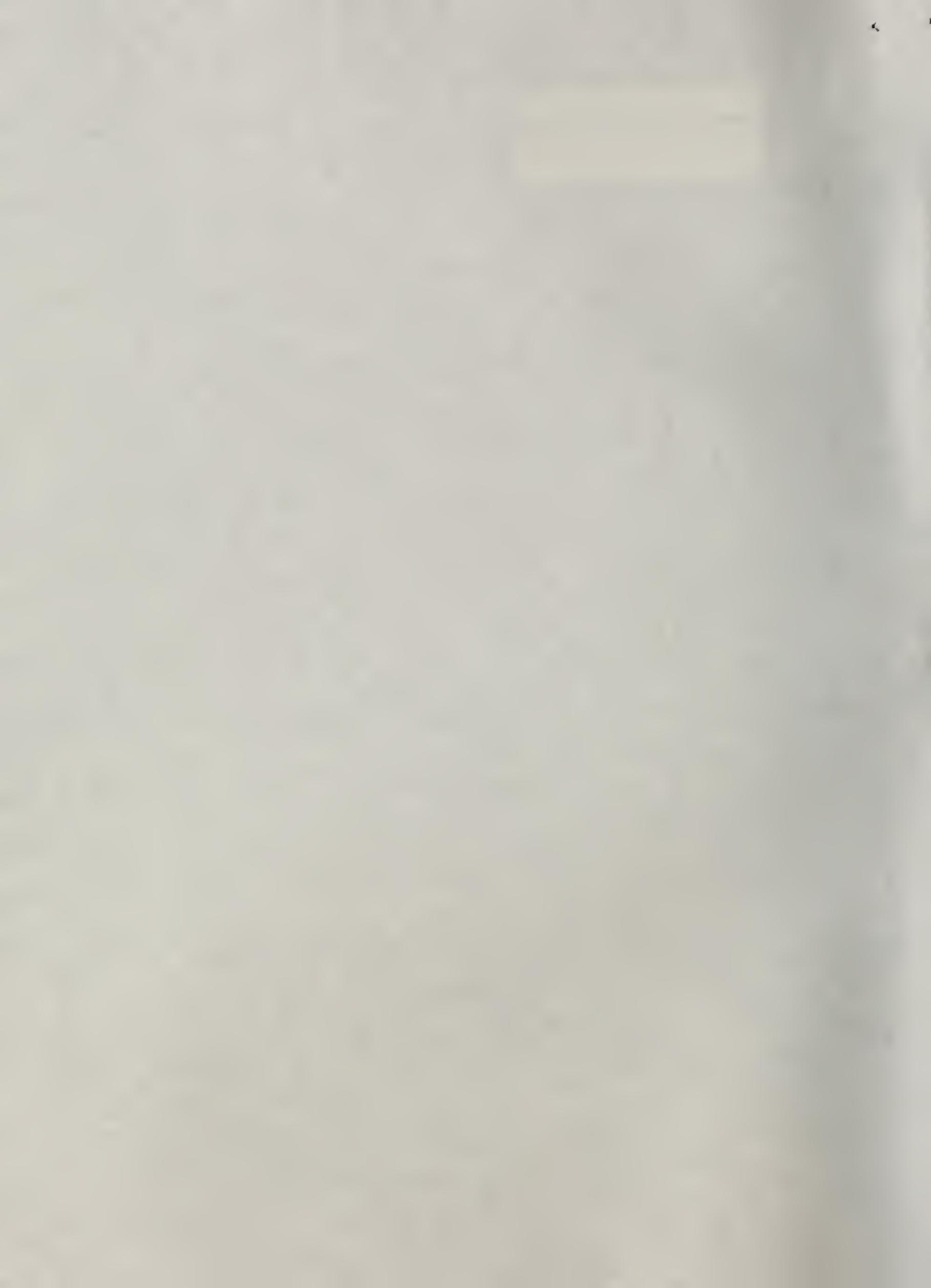
**Submitted to Commonwealth of Massachusetts
January 5, 1998**

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I. Applicant Information Sheet

(This sheet must be attached to the prospectus and final application.)

This application is for a (check one):

Commonwealth Charter Horace Mann Charter

(Please Type)

Name of Proposed Charter School _____ Roxbury College Preparatory Charter School _____

School Address (if known) _____

School Location (City/Town) _____ Roxbury, MA _____

Name of Group Applying for the Charter _____ N/A _____

Contact Person _____ Evan Rudall _____

Address _____ c/o Roger Harris, Principal James P. Timilty Public School
205 Roxbury Street

City _____ Roxbury _____ State _____ MA _____ Zip _____ 02119

Daytime Tel: (_____ 617 _____) 285-5209 _____ Fax: (_____) N/A _____

E-mail: _____ EvanRudall@AOL.COM _____

The proposed school will open in the fall of school year: 1998-99 1999-00

School Year	Grade Levels	Total Student Enrollment
First Year	5,6	144
Second Year	5-7	216
Third Year	5-8	288
Fourth Year	5-9	360
Fifth Year	5-10	432

Will this school be a Regional Charter School? Yes No

School Districts from which students are expected to come (use additional sheets if necessary):

Boston _____

III. Commonwealth Charter School Certification Statement

Proposed Charter School Name Roxbury College Preparatory Charter School

Proposed School Location (City/Town) Roxbury, MA

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further, I understand that, if awarded a charter, the proposed school shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person Evan Rudall Date 1/15/98

Print/Type Name Evan Rudall

I. ABSTRACT

Mission

Roxbury College Preparatory Charter School, a K-12 school, prepares its students to enter, succeed in, and graduate from college. The school's rigorous academic program is enhanced through teacher collaboration and external reviews conducted with the James P. Timilty Public Middle School and the Boston Public Schools. Local universities, community-based organizations, and families provide academic and social support for students through vibrant extended-day and weekend programming.

Educational Philosophy

The RCP curriculum is based on the Modern Red School House design and the project's tenet that "all students can learn and attain high standards in core academic subjects. Children simply vary in the time they need to learn and the ways they learn best."¹ RCP's educational program reflects the philosophy that all students are entitled to and can succeed in college preparatory programs when:

- 1) the curriculum is challenging and is connected to students' lives through relevant themes;
- 2) teachers are provided with the time and structure to collaborate to improve curriculum and instruction;
- 3) internal and external support structures ensure the academic, social, and physical well-being of students.

Key Goals and Expected Outcomes

- 100% of students are expected to apply and be accepted to college and are supported beyond high school through an Alumni Network and winter/summer workshops.
- 100% of students visit colleges, take classes co-taught by college professors in the junior year, are prepared for college entrance exams, and receive support throughout the college application/financial aid process and beyond.
- 100% of graduates will meet or exceed all performance standards established by RCP, the Massachusetts Department of Education, and the Boston Public Schools and will therefore be prepared to enter and succeed in college.
- As a whole, RCP students are expected to outscore BPS and Massachusetts averages on the Stanford 9 Test and Massachusetts Comprehensive Assessment System.
- 100% of students will take college entrance exams, including the PSAT during the sophomore and junior years and the SAT during the junior and senior years. As a whole, RCP students are expected to outscore BPS and Massachusetts averages on all college entrance exams.
- 100% of students are expected to participate in after-school, weekend, or summer enrichment programs.
- The student attendance rate will meet or exceed 95%.
- 100% of teachers will work effectively within Critical Friends Groups to better curriculum and instruction, establish individual goals before every academic year, and meet or exceed the school's rigorous expectations for teachers.
- 100% of administrators will establish individual goals before every academic year and meet or exceed the school's rigorous expectations for administrators.
- 100% of parents/guardians will participate in their children's education through the development and maintenance of an Individual Education Compact and by attending school functions.
- 100% of students become increasingly self-aware through studies of their personal, family, and community histories and through the development and articulation of future goals.
- 100% of students are computer-literate, access the internet, and use electronic mail.

II. NARRATIVE

1. MISSION STATEMENT

Roxbury College Preparatory Charter School, a K-12 school, prepares its students to enter, succeed in, and graduate from college. The school's rigorous academic program is enhanced through teacher collaboration and external reviews conducted with the James P. Timilty Public Middle School and the Boston Public Schools. Local universities, community-based organizations, and families provide academic and social support for students through vibrant extended-day and weekend programming.

2. STATEMENT OF NEED

Significant numbers of students in Boston and other cities underachieve and drop out of school because they lack hope and a sense of purpose. In addition to confronting the dramatic physical, social, emotional, and intellectual changes associated with childhood and adolescence, today's urban students face sizable social challenges. It is not surprising that many of these young people struggle in school, question its relevancy to their lives, suffer from a lack of self esteem, and crave structure and support. Roxbury College Preparatory Charter School is designed to provide its students with the direction and sense of purpose they need to envision and pursue future opportunities.

Many students in Roxbury face racial and economic challenges and lack opportunities that more privileged youth take for granted. While most middle and upper-class children expect to attend college, many Roxbury students are told implicitly and explicitly that higher education is not an option. In 1997, for instance, 67% of students at Roxbury-based elementary schools scored below grade level in reading on the Stanford 9 Achievement Test; 71% of these students scored below grade level in math. Numbers show that as students progress, they fall even further behind. By middle school, an average of 78% and 94% of students at Roxbury-based schools scored below grade level on the reading and math portions of the test, respectively.¹ These numbers indicate that Roxbury schools do not provide their students with prerequisite skills that would allow them to consider college as a viable option. In order to level the educational and economic playing fields, Roxbury College Preparatory Charter School exists to prepare its students to enter and succeed in college.

The need and desire for educational alternatives in Roxbury also is evidenced by the 800-student waiting list at Roxbury's James P. Timilty Public School. Relatedly, there are no local college preparatory schools available to all students independent of past academic and testing performance. RCP would provide a much-needed high-quality option for K-12 students who otherwise do not have access to a rigorous college preparatory curriculum. The essential K-12 format allows for consistency and coherency in our curriculum and programming and provides teachers the opportunity to develop strong relationships with students and their families and to share information about students across grade levels.

RCP welcomes the autonomy and accountability that are inherent in charter school status. Free from many traditional rules and regulations, RCP develops its own rigorous and coherent K-12 curriculum, performance standards, assessment methods, daily and yearly schedules, governing bodies, and community partnerships. In addition, RCP is free to hire teachers and administrators who are willing to be reflective about their teaching practices and to collaborate in order to ensure student academic achievement. The school also benefits from its unique model of collaboration with the James P. Timilty Public School and the Boston Public Schools. This partnership facilitates the sharing of best practices among teachers and allows RCP teachers and administrators to learn from successful BPS schools. This kind of partnership is both desirable and necessary to best serve public school students.

3. EDUCATIONAL PROGRAM

CURRICULUM OVERVIEW

The RCP curriculum is based on the Modern Red School House design and the project's tenet that "all students can learn and attain high standards in core academic subjects. Children simply vary in the time they need to learn and the ways they learn best."² RCP's educational program reflects the philosophy that all students are entitled to and can succeed in college preparatory programs when:

- 1) the curriculum is challenging and is connected to students' lives through relevant themes;
- 2) teachers are provided with the time and structure to collaborate to improve curriculum and instruction;
- 3) internal and external support structures ensure the academic, social, and physical well-being of students.

RCP's college prep program is unique in that:

- few other college prep programs exist in or near Roxbury;
- it is open to any student, independent of past performance and without entrance exams;
- the school is committed to preparing every student for college;
- it is neighborhood-based and is geared toward meeting Roxbury's needs;
- preparation for college occurs inside and outside of the classroom;
- its student standards are unusually high;
- it has multiple internal and external support structures to ensure student success;
- the school day is extended;
- the integrated curriculum engages students through themes relevant to their lives;
- the curriculum development structure is well-designed and comprehensive;
- all grade-level teacher-teams collaborate extensively in Critical Friends Groups;
- the K-12 structure enables the school to create a coherent K-12 curriculum, develop consistent procedures and expectations across grade levels, and maintain relationships with students and families for extended periods of time.

RCP's school design is expected to influence and be influenced by other public schools. Through the school's extensive partnership with the James P. Timilty Public School and through Assessment Teams composed of district school representatives, RCP looks forward to contributing to and benefiting from Boston Public Schools and other public schools.

A CHALLENGING AND RELEVANT CURRICULUM

RCP's primary goal is to ensure that its students are prepared to enter, succeed in, and graduate from college through mastery of the school's unusually high standards. RCP has established student standards based on Modern Red Schoolhouse standards, the Massachusetts Curriculum Frameworks, Boston Public Schools Citywide Learning Standards, and established K-12 college prep programs. RCP students are expected to meet or exceed all performance standards established by RCP, the Massachusetts Department of Education, and the Boston Public Schools. A partial list of RCP's standards can be found in Appendix A.

By graduation, RCP students are expected to:

- meet or exceed State academic standards and the school's student performance standards;
- compare the United States political system to other past and present political systems;
- compare and contrast major economic systems;
- understand historical events from a variety of perspectives;
- analyze and describe the history of current social and political issues;
- demonstrate awareness of the social, cultural, religious, racial, ethnic, and economic diversity that exists in Roxbury, Boston, Massachusetts, the U.S., and the world.

- interpret U.S. and world literature within a social and historical context;
- compose an insightful and well-written essay;
- communicate information, opinions, and experiences effectively when speaking publicly;
- use research tools available in college libraries and implement a variety of strategies for finding and recording information when conducting research;
- apply scientific knowledge and methods to solve problems and conduct experiments;
- apply mathematical knowledge and skill to solve problems;
- communicate effectively in two languages, one of which must be English;
- be computer-literate, access the internet, and use electronic mail;
- work well with others;
- become increasingly self-aware through studies of their personal, family, and community histories;
- contribute to and build a relationship with Roxbury and surrounding communities;
- identify academic, personal, and professional opportunities and to plan and act accordingly;
- participate effectively in internships;
- apply to and be accepted to college.

Student objectives for each grade level will be published and sent to parents prior to the start of each school year. Students must demonstrate mastery of these objectives in order to proceed to the following grade level. Extensive school-year and summer support is provided (as described later in this section) to ensure that students meet the school's standards and to address skill deficiencies students have upon entrance to RCP.

RCP's High School Course of Study can be found in Appendix B. Although RCP's curriculum includes a broad range of content, the school is committed to engaging students through a curriculum that reflects their experiences and the diversity of their backgrounds. Studies are made relevant through themes connected to students' lives. These themes might include race, class, gender, social institutions, family, friendship, religion, justice, independence, democracy, education, power, leadership, community, individuality, identity, media, violence, conflict, environment, and health. Such themes connect the disciplines and provide context, but do not threaten the objectives established for each course. In fact, RCP's founders believe that students are more likely to achieve objectives when connections are made between course work and issues relevant to students' lives. Linda Darling-Hammond of Columbia University writes that cognitive research demonstrates that "learning is a process of making meaning out of new or unfamiliar events in light of familiar ideas or experiences. Learners construct knowledge as they build cognitive maps for organizing and interpreting new information. Effective teachers help students make such maps by drawing connections among different concepts and between new ideas and learners' prior experiences."³

CURRICULUM AND INSTRUCTIONAL DEVELOPMENT

The following timeline has been established to ensure constant development of the RCP curriculum:

February, 1998 - August, 1998

•RCP will hire a consultant, ideally from Modern Red Schoolhouse, to support the efforts of teachers and administrators to:

- collaborate effectively;
- refine student standards;
- further develop the school's scope and sequence;
- develop units that integrate skills and content;

- ensure that the school's student standards are reflected in grade-level and subject goals, integrated units, daily lessons, and assessments.⁴
- Teachers will be hired with the understanding that they will attend six weeks of summer training and curriculum development sessions.
- With the help of a curriculum consultant, teachers will work in grade-level teacher-teams to refine established student standards for each class, further develop the school's scope and sequence, develop units that integrate skills and content, refine assessment rubrics, and ensure that student standards are reflected in grade-level and subject goals, integrated units, daily lessons, and assessments.

September 1998 - Ongoing

- Teachers and administrators will continue to work with a curriculum consultant.
- In order to encourage student achievement through reflective teaching, improved practice, and teacher collaboration, RCP grade-level teacher-teams will form "Critical Friends Groups." RCP Critical Friends observe one another's teaching and teams meet for more than six hours each week to share observations, examine teacher work, analyze student work, design integrated thematic units, and discuss student issues. RCP has established a Critical Friends Network with the James P. Timilty Public School to allow teachers to observe teaching and share ideas across schools; the Network will be piloted with one sixth grade team from each school during the 1998-1999 school year in Friday afternoon professional development sessions, through e-mail correspondence, and during eight-week summer planning sessions. Please see Appendices C and D for further detail.
- Grade-level Lead Teachers will be trained to facilitate CFG meetings and will ensure that assessment rubrics are developed and shared with students before instructional units begin.
- Academic departments will be established to evaluate and coordinate content and skill goals in each subject area. Departments will meet at least once each month and will be chaired by teachers who sit on the Curriculum Committee.
- A Curriculum Committee, with representatives from each grade-level and department, will review the curriculum on an ongoing basis to ensure that content and skill standards support the school's mission to prepare students for college and are carefully coordinated within each grade level, across grade levels, and across departments. The Curriculum Committee will consider grade-level and department recommendations and goals and make final recommendations to the School Director(s).
- A Curriculum Coordinator will head the Curriculum Committee, participate in grade-level meetings, seek and share curriculum and instructional practices from other schools and professional journals, and facilitate professional development and the Critical Friends Network.
- After student progress is assessed with periodic Capstone and Watershed Assessments (explained in "Assessment"), curriculum evaluation will be conducted in light of student performance. Teachers, grade-level teams, academic departments, the Curriculum Committee, and administrators are expected to identify student standards, verify that the standards are consistent with the school's mission, and evaluate whether students are meeting standards. If students are not meeting standards, teachers and administrators will attempt to identify the root of problem (i.e. insufficient time to master skills, lack of student interest or motivation, poor teaching methods, etc.).⁵ If students appear to be meeting standards with ease, teachers and administrators will raise the standards.
- RCP will purchase a curriculum management software package to help ensure that standards, curriculum, instruction, and assessments are appropriately aligned.
- Established curriculum frameworks, student standards, integrated units, and assessment rubrics will be refined in summer department and grade-level meetings.
- Teachers and administrators will be evaluated to ensure that the curriculum is implemented effectively. Evaluation methods are described in Section 3.

Student Assessment

In order to ensure mastery of individual course and grade level objectives, RCP students are required to pass their classes and corresponding competency tests before proceeding to the following grade level.

To measure student achievement of objectives effectively, RCP's student assessment system will:

- be based on the school's clearly defined student standards;
- be refined by grade-level teacher teams;
- include rubrics for all units and significant assignments;
- ensure that rubrics clearly define measures of success and are provided to students in advance of instruction;
- include real-world tasks;
- involve a variety of assessment techniques conducted by individual teachers, grade-level teams, departments, and across the whole school;⁶
- include all assessments required of other schools by the Massachusetts Department of Education and the Boston Public Schools.

A variety of assessment tools are used to ensure that students are meeting the school's standards and are prepared for college-level work by graduation:

Standardized Tests

RCP will administer the Stanford 9 each year to all students as one measure to assess student readiness for grade-level and college-level work. All newly enrolled students will take the Stanford 9 at the beginning of the school year to establish a baseline score, against which future scores can be measured. RCP also will administer the Massachusetts Comprehensive Assessment System and all other testing and portfolio requirements established by the Massachusetts Board of Education and Boston Public Schools for students in other public schools.

Individual Education Compacts

In conjunction with the Modern Red Schoolhouse school design, each RCP's student progress will be monitored by an Individual Education Compact (IEC). The IEC is an agreement among the student, parents, and advisor that establishes measurable goals for the student and identifies responsibilities of the parents and teachers for helping the student reach these goals.⁷

Capstone and Watershed Assessments

RCP has established individual course and grade-level objectives. "Capstone Assessments," including evaluation of student written work and public performances, are used throughout the year to measure mastery of course objectives. Yearly "Watershed Assessments," consisting of multiple Capstone Assessments and subject exams, evaluate mastery of grade-level objectives.⁸

Portfolios

Portfolios contain collections of student work from kindergarten through twelfth grade. Students, teachers, and outsiders periodically use collected work as a benchmark to measure student progress toward the school's clearly defined standards and toward the Individual Education Compact. The Portfolios include Personal Plans, autobiographies, family histories, evaluations of internships, tests, essays, in-class work, and projects evaluated by both teachers and students.

Progress Reports

Six times each year, students receive extensive written evaluations from their advisors. These narrative and prescriptive reports include grades and input from all of a student's teachers to evaluate student progress toward the school's clearly defined standards and toward the Individual Education Compact.

Public School and Community Assessment Teams

RCP has formed partnerships with the James P. Timilty Public Middle School and Boston Public School administrators to establish Public School and Community Assessment Teams. Each year, representatives from Timilty, other Boston Public Schools, the BPS central office, other charter schools, institutions of higher education, and surrounding communities will assess RCP's progress. Assessment teams will evaluate student work and performances, teaching and instructional methods, curriculum, assessments, governance structure, school climate, and special programs. These outside evaluators will help RCP measure student progress toward objectives, provide RCP with much-needed feedback, and affect change in other schools.

INTERNAL AND EXTERNAL SUPPORT STRUCTURES

To ensure the academic, physical, social, and emotional well-being of its students, RCP relies on internal support structures, community ties, and institutional partnerships.

Internal Support Structures

Because many students may arrive at RCP with skills significantly below grade-level, the school must make a concerted effort to ensure that all of its students meet the school's unusually high standards. Thus, in addition to the rigorous curriculum described above, the following facets support the school's mission to prepare all students to enter, succeed in, and graduate from college:

- The school day is extended until 4:00 PM at RCP. Students, in school more than 20% longer than required by law, spend increased time mastering academics.
- RCP students receive a tremendous amount of individual attention. Class size at RCP is limited to 18 students and grade-level teachers teach no more than 72 students each year, ensuring that teachers know the needs of their students. In addition, during the middle school years, 5th grade teachers remain with their students through 6th grade and 7th grade teachers remain with their teachers through 8th grade.
- Each day, for one hour, students have a silent "Reading Period." Although the period is scheduled to enhance reading skills, grade-level teacher-teams may decide to use the Reading Period to enhance additional skills, address other student needs, or provide individual attention to students.
- Each night, through the 8th grade year, RCP parents/guardians are expected to check homework and sign student assignment books when homework has been completed.
- Students who are unable to complete homework satisfactorily or who are struggling in class are required to stay after school to study and to ensure achievement.
- RCP will hire teachers trained to provide Special Education and Bilingual Education services. The school also will seek the help of Reading Specialists.
- Given the setting of RCP and its mission, the school expects to attract applications from outstanding teachers who reflect the backgrounds and experiences of its students. RCP's founders believe that such teachers will have an immeasurably positive impact on the school's students.
- RCP's administrative staff provides much-needed flexibility and support. In addition to conducting outreach and development work, the RCP co-directors attend grade-level meetings and are accessible to teachers and students on a daily basis. The school's Director of Community Relations and After-School Programs ensures that students receive sufficient support as the school day ends.
- If RCP cannot secure pro-bono services (with the help of Harvard Project on Schooling and Children and other sources), the school will hire a part-time counselor to help students and families address social and emotional concerns.

- Partnerships with Harvard University and Northeastern University offer access to university students willing and able to serve as tutors and mentors in RCP's after-school tutoring program.
- RCP's Empower Boston program, modeled after the nationwide Summerbridge program, prepares middle school students for high school and attracts high school and college students to the teaching profession. At Empower Boston, rising sixth and seventh grade students (from RCP, Timilty, and other public schools) further their learning and become better-prepared for rigorous high school programs through summer enrichment classes taught by talented and dedicated local high school and college students. The summer classes are skill-based and engage students through exposure to new topics and through teaching done by positive young role models. Many of the high school and college students will serve as tutors throughout the school year.
- RCP students will have access to a number of after-school, weekend, and summer programs to strengthen academic and social skills. For instance, RCP has been invited to join Timilty students in the Citizen Schools program. In the Citizen Schools program, students become apprentices in intense summer and school-year sessions.
- Through the Citizen Schools program, Empower Boston, after-school tutoring, and community organizations such as Concerned Black Men, RCP students will be mentored by positive role models who encourage students to succeed in school. RCP's founders believe that such relationships are central to success during the turbulent and impressionable adolescent years.
- In order to support RCP graduates, the school will establish an Alumni Network. Summer and winter institutes enable alumni to retain close ties to the school, the community, and each other.
- All RCP students are required to wear uniforms. The school expects that its safe and orderly environment, serious and purposeful mission, high expectations, and caring teachers will motivate students.
- RCP's curriculum development process and teacher-team structure, described above, help ensure the academic success of students.
- RCP is considering the feasibility of establishing a partnership with a university to train teacher interns.

Students with Special Needs and Students Who Do Not Speak English with Proficiency

RCP students with special needs and students who do not speak English with proficiency will be served in accordance with state and federal law. The RCP community enthusiastically embraces the philosophy of responsible inclusion and the belief that all students have the right to be supported by resources and staff to achieve in mainstream classes whenever possible. RCP will employ the following systems and strategies to meet the needs of students with special needs and students who do not speak English with proficiency.

- RCP will employ a certified special education teacher to serve as a Case Manager to ensure that every student with an IEP is receiving appropriate services and that the school is in compliance with state and federal laws at all times. This person's duties will include, but not be limited to, maintaining all special education records in accordance with state and federal law, scheduling all annual IEP reviews, organizing professional development for teaching staff, assisting in making appropriate curriculum and instruction modifications, evaluating other special education support staff, and working to ensure a high-quality education for RCP students with special needs.
- RCP will employ certified special education teachers to ensure that learning disabilities are addressed in accordance with the most up-to-date and philosophically sound practice. The duties of these teachers will include, but not be limited to, teaching core academic subjects to a mainstream class while making necessary modifications for students with IEPs, rewriting IEPs whenever appropriate, serving as academic advisors to special education students, working in grade-level teacher-teams to ensure the successful education experience of all RCP students, especially those students with special needs.

- RCP will employ or secure the pro-bono services of a counselor to meet the needs of students entitled to counseling as indicated in their IEPs. The counselor will meet with teachers and administrators to support the successful inclusion of students with special needs. The counselor will be available to meet with students regardless of IEP status.
- Every RCP student with an IEP will take home a check-in report at the end of every week. The weekly check-in report will allow teachers to comment on student performance and will provide much-needed frequent communication between home and school.
- RCP will contract with outside agencies on an as-needed basis to meet the needs of students entitled to speech therapy and/or occupation therapy as indicated in their IEPs.
- RCP faculty will be trained by Advisory Board member Caroline Olivier. Ms. Olivier is a founding member and former Dean of Landmark College, which specializes in learning disabilities.
- RCP will employ certified bilingual education teachers to ensure that the school complies with state and federal laws at all times and provides a high-quality education for RCP students who do not speak English with proficiency. Certified bilingual teachers work with grade-level teacher-teams to share the most up-to-date and philosophically sound practices.
- A Special Education and Bilingual Education Team will meet on a weekly basis to assess and direct the school's approach to bilingual education and to students with special needs. This team will be chaired by the school's Curriculum Coordinator and will be charged with ensuring the overall quality of special education and bilingual education. The team also will serve as the first step in the referral process for students who exhibit a possible need for greater services.
- As described above in the "Internal Support Structures" section, RCP will offer daily opportunities for all students to receive extra assistance in all core academic areas.

The Daily and Yearly Schedule

To accommodate parents with children in other public schools, the RCP calendar mirrors that of Boston Public Schools. However, extended learning occurs before school, during expanded school hours, after school, in occasional and optional Saturday sessions, and through summer opportunities.

Daily Schedule

The school day is extended until 4:00 PM at RCP. Students, in school more than 20% longer than required by law, spend increased time mastering academics. RCP's flexible daily schedule enables grade-level teams to gather at-will for large blocks of interdisciplinary instructional time; the blocked schedule also allows grade-level teacher-teams to meet for approximately six hours each week to integrate curriculum, improve practice, and discuss student issues. A sample weekly schedule is included as Appendix E.

RCP opens at 7 AM each morning. From 7 AM until 8 AM, students have the opportunity to sing with the school choir, work with computers, receive academic tutoring, benefit from academic enrichment, or study in a quiet space.

RCP is open until 6 PM Monday through Thursday. During after-school hours, students can participate on the basketball, track, or drill/step teams, work with computers, create a student newspaper, practice a musical instrument, attend a Student Council meeting, exercise their artistic talents, create a skit or presentation for Assembly, receive tutoring, benefit from academic enrichment, or study in a quiet space. Partnerships with Harvard University, Northeastern University, and Roxbury Community College offer access to university students willing and able to serve as tutors and mentors in RCP's after-school tutoring program. RCP students, invited to participate in the Citizen Schools after-school program, become apprentices of talented community members. Through the Citizen Schools program, RCP's tutoring program, and community

organizations such as Concerned Black Men, after-school hours and weekends provide RCP students with the opportunity to be mentored by positive role models who encourage students to succeed in school.

Summer Opportunities

Please see Appendix G.

Institutional Partnerships

Parent/Guardian Involvement

Given the demands on many of today's parents, RCP aims to ensure that students succeed even if families are unable to provide significant academic support. However, RCP aims to encourage parent involvement through:

- the creation of an Individual Education Compact that establishes measurable goals for each student and identifies responsibilities of the parents and teachers for helping the student reach these goals.
- a requirement that all parents "sign off" on homework each night;
- an Advisory structure that keeps parents and teachers in close contact about positive student progress and issues of concern;
- one-on-one meetings with parents and students as needed;
- parent/teacher conferences at least three times each year;
- a parent representative on the school's Board of Directors;
- Parent Nights that introduce parents to teachers and students' classes;
- Saturday and evening programs for students and parents;
- a Parent and Community Involvement Committee that encourages and coordinates the participation of parents and community members;
- volunteer opportunities, including recruiting and meeting with prospective families;
- Parent/Student Book Clubs designed to promote discussion among students and parents from RCP and Timilty;
- "Coffee Houses" designed to showcase the academic and personal talents of students.

Collaboration with the James P. Timilty Public School

Roxbury College Preparatory Charter School and the James P. Timilty Public School strive to create a model for positive and rewarding collaborations between charter and district schools. The two schools will:

- form Public School and Community Assessment Teams to evaluate student work and performances, teaching and instructional methods, curriculum, assessments, governance structure, school climate, and special programs at both schools. Representatives from Timilty, other Boston Public Schools, the BPS central office, other charter schools, institutions of higher education, and surrounding communities will assess school progress and provide significant and sorely-needed opportunities for cross-fertilization between charter and district schools;
- establish a Critical Friends Network to develop standards, curriculum, and assessments and to improve teaching at both schools. Inter- and intra-school collaboration will take place in daily team meetings, in Friday afternoon professional development sessions for both schools, and through e-mail correspondence. Critical Friends Group meetings will be facilitated by trained teachers and experienced curriculum coordinators. Please see Appendices C and D for more details;

- ensure that administrators share problem-solving strategies and conduct long-range planning sessions. Communication will take place through phone calls, e-mail, and periodically scheduled meetings;
- participate jointly in the Empower Boston program, founded and hosted by RCP. Modeled after the nationwide Summerbridge program, Empower Boston prepares middle school students for high school and attracts high school and college students to the teaching profession. At Empower Boston, rising sixth and seventh grade students (from RCP, Timilty, and other public schools) further their learning and become better-prepared for rigorous high school programs through summer enrichment classes taught by talented and dedicated local high school and college students;
- participate jointly in the Citizen Schools program. RCP and Timilty students become apprentices in intense six week summer sessions and after-school and Saturday programs throughout the school year;
- invite parents from both schools to participate in Saturday and evening programs for students and parents. Book Clubs will promote discussion among students and parents from RCP and Timilty. "Coffee Houses" will showcase the academic and personal talents of students;
- establish exchange programs; students will visit and attend classes at their sister schools. Timilty eighth grade students will visit RCP high school classes
- compete athletically.
- hope to extend the Critical Friends Network and other collaborative ventures to more district and charter schools in the future. Ultimately, RCP and Timilty hope to host a conference to bridge the gap that exists between charter and district schools.

Harvard Project on Schooling and Children

RCP has formed a partnership with Harvard Project on Schooling and Children. Drawing upon the vast resources of Harvard's School of Business, School of Education, JFK School of Government, School of Law, and Faculty of Arts and Sciences, the Project will identify individuals willing to support the design, implementation, and management of RCP.

Other Partnerships

RCP also has established partnerships with Northeastern University, Roxbury Community College, YouthBuild Boston, Concerned Black Men, Bridging Bridges, and Summerbridge National. Letters of support are attached in Appendix H.

4. ACCOUNTABILITY

RCP will measure success through a variety of internal and external methods. Student progress will be assessed by teachers, outside evaluators, and standardized tests. Teachers will be evaluated and held accountable by administrators. Administrators will be evaluated and held accountable by the Board of Directors.

Defining and Measuring Success

Academic Performance Indicators

- 100% of students are expected to apply and be accepted to college and are supported beyond high school through an Alumni Network and winter/summer workshops. College acceptance rates will be monitored by the college counselor.
- 100% of graduates will meet or exceed all performance standards established by RCP, the Massachusetts Department of Education, and the Boston Public Schools and will therefore be

prepared to enter and succeed in college. Student achievement will be measured through the school's assessment methods described above.

- RCP will administer the Stanford 9 Test each year to all students. All newly enrolled students will take the Stanford 9 at the beginning of the school year to establish a baseline score, against which future scores can be measured. RCP also will administer the Massachusetts Comprehensive Assessment System and all other testing and portfolio requirements established by the Massachusetts Board of Education and Boston Public Schools. As a whole, RCP students are expected to outscore BPS and Massachusetts averages on all standardized tests.
- 100% of students will take college entrance exams, including the PSAT during the sophomore and junior years and the SAT during the junior and senior years. As a whole, RCP students are expected to outscore BPS and Massachusetts averages on all college entrance exams.
- The Curriculum Coordinator, Curriculum Committee, principals, and academic departments will assess the curriculum and student performance regularly to ensure that student standards are consistent with the school's mission and are being realized.

Non-Academic Performance Indicators

- 100% of students are expected to participate in after-school, weekend, or summer enrichment programs.
- 100% of students visit colleges, take classes co-taught by college professors in the junior year, are prepared for college entrance exams, and receive support throughout the college application/financial aid process and beyond.
- 100% of students become increasingly self-aware through studies of their personal, family, and community histories and through the development and articulation of future goals.
- 100% of students are computer-literate, access the internet, and use electronic mail.
- The student attendance rate will meet or exceed 95%.
- Graduation rates will exceed the rates of Boston and Massachusetts Public Schools.
- Dropout rates will be lower than the rates of Boston and Massachusetts Public Schools.
- 100% of grade-level teacher teams will establish yearly goals, which include ensuring that students meet grade-level objectives. Team portfolios, including notes from meetings and collaborative planning, will document team efficacy and progress. Teacher-team progress toward established goals will be evaluated by the Curriculum Coordinator, School Director(s), and Public School and Community Assessment Teams.
- 100% of teachers will work effectively within Critical Friends Groups to better curriculum and instruction, establish individual goals before every academic year, and meet or exceed the school's rigorous expectations for teachers. Teacher progress toward established goals will be evaluated by the Curriculum Coordinator, School Director(s), and Public School and Community Assessment Teams. The School Director(s) will fire teachers who, after having been warned and supported, do not meet expectations.
- 100% of administrators will establish individual goals before every academic year and meet or exceed the school's rigorous expectations for administrators. Administrative performance will be evaluated by the School Director(s) and by the Public School and Community Assessment Teams. RCP's School Director(s) will fire administrators who, after having been warned and supported, do not meet expectations. RCP's Board of Directors and the Public School and Community Assessment Teams will evaluate the School Director(s)' performance. The Board of Directors will fire School Directors who, after having been warned and supported, do not meet expectations.
- 100% of parents/guardians will participate in their children's education through the development and maintenance of an Individual Education Compact and by attending school functions.

- At least 90% of students, parents, and teachers will give the school positive ratings and will indicate that students' needs are being met. Students, parents, teachers, and staff will be surveyed to determine levels of satisfaction.
- RCP's Director(s) will raise at least 10% of the school's revenue from private sources during the school's first five years.
- The budget will be balanced every year. Yearly audits will assess the school's fiscal propriety.
- Each incoming class will be oversubscribed and a waiting list will be established.

Public School and Community Assessment Teams

RCP has formed partnerships with the James P. Timilty Public Middle School and Boston Public School administrators to establish Public School and Community Assessment Teams. Each year, representatives from Timilty, other Boston Public Schools, the BPS central office, other charter schools, institutions of higher education, and surrounding communities will assess RCP's progress. Assessment teams will evaluate student work and performances, teaching and instructional methods, curriculum, assessments, organizational structure and leadership, school climate, and special programs. In addition to providing RCP's Board of Directors, School Directors, and teachers with much-needed feedback, Assessment Teams will provide significant and sorely-needed opportunities for cross-fertilization between charter and district schools.

Ensuring Success

Through the multiple internal and external support structures mentioned in the "Internal and External Support Structures" section and through the accountability system detailed above, RCP will ensure success.

5. SCHOOL ENVIRONMENT

School Ethos

RCP is founded on the philosophy that all students are entitled to and can succeed in a college preparatory education when provided with sufficient support and encouragement. RCP is committed to providing an environment in which students are challenged and nurtured. Everyone involved in the RCP community will help ensure that students are supported all day every day.

Discipline Policy

Given RCP's commitment to maintaining frequent communication with families, requiring uniforms, providing positive mentors for students, and offering a rigorous and supportive academic environment for its students, the school expects to encounter few significant discipline issues. However, the RCP's Code of Conduct, developed in accordance with state and federal law, will be published to inform the school's constituents about student discipline procedures.

Whenever possible, disciplinary matters will be handled by RCP teachers. Division Directors will be informed of all student issues and will manage significant disciplinary matters. Any recommendations for counseling, suspensions, or expulsions must be approved by the School Director(s).

Students are subject to expulsion if found in possession of a dangerous weapon or controlled substance on school premises or at school-related events. Students who assault school personnel on school premises or at school-related events also are subject to expulsion.⁹

6. ENROLLMENT

Student Enrollment

RCP's K-12 structure will enable the school to create a coherent K-12 curriculum, develop consistent procedures and expectations across grade levels, and maintain relationships with students and families for extended periods of time. RCP plans to open with 60 fifth grade students and 60 sixth grade students in 1998. Until the charter is reapproved, RCP will continue to add a new fifth grade class each year. If RCP's charter is reapproved and once the school has access to sufficient space, a lower school component will be added. Enrollment for the first five years is as follows:

Year 1: 72 5th & 72 6th = 144 students

Year 2: 72 5th, 72 6th, & 72 7th = 216 students

Year 3: 72 5th, 72 6th, 72 7th, & 72 8th = 288 students

Year 4: 72 5th, 72 6th, 72 7th, 72 8th, & 72 9th = 360 students

Year 5: 72 5th, 72 6th, 72 7th, 72 8th, 72 9th & 72 10th = 432 students

RCP expects to be oversubscribed each year. If oversubscribed, RCP will select students by lottery without regard to past performance. All students who apply for admission will be included in an admission lottery if the number of applicants exceeds capacity. A waiting list will be established after the lottery is held.

In contrast to exam schools, RCP is committed to preparing any student to enter, succeed in, and graduate from college. RCP will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement.

Student Recruitment

By law, RCP is open to any student residing in Boston. However, because RCP is designed to become an integral part of the Roxbury community, most of the school's students are expected to live in Roxbury.

Recruitment will be conducted city-wide, but will be concentrated in Roxbury. RCP will place notices in newspapers, distribute fliers, and make announcements on the radio and at schools, churches, and other neighborhood-based organizations; information will be available in both Spanish and English. In addition, the school will require prospective students or families to attend one of approximately ten formal informational meetings. These meetings will be held at a variety of times to accommodate the varied schedules of parents and families.

7. LEADERSHIP AND GOVERNANCE

In order to establish accountability for student achievement, RCP has developed a governance structure that clearly delineates responsibilities, lines of supervision, and information flow. The governance structure is summarized in a chart in Appendix F. Key roles are described below and in Appendix F.

Board of Directors

RCP will be governed by a board of directors that:

- hires, evaluates, and, if necessary, fires the School Director(s);
- ensures that the school adheres to its mission and sets policies;
- reviews and approves the school's programs and long-range plans;
- establishes fiscal policy and controls; approves the school's budget;

- ensures that the school has adequate resources; approves and assists with fundraising efforts;
- helps to promote the school;
- nominates, orients, and evaluates its own board members.¹⁰

The board of directors will represent a diversity of backgrounds and will reflect experience with educational, financial, legal, political, real estate, community, development, and management matters.

School Director(s)

Barring unforeseen circumstances, RCP's start-up phase will continue to be co-directed by Michele Pierce and Evan Rudall. Ms. Pierce and Mr. Rudall have worked together on a variety of projects during the past six years and model their current working relationship after Boston's Fenway Middle College co-directorship and other successful partnerships. Although the decision-making process is more complex in a co-directorship, such collaborations have the potential to yield rich results.

RCP's School Director(s) will oversee, evaluate, and be held accountable for all school programs and operations. The Board of Directors will establish rigorous performance standards for RCP's School Director(s). If the Board's expectations are not met, the School's Director(s) will be fired.

The School Director(s) will:

- oversee, evaluate, and be held accountable for all school programs and operations;
- raise private funds;
- manage the budget;
- maintain communication with the Board of Directors;
- maintain communication with Beacon Education Management to manage school finances and operations;
- articulate and model the school's values to students, parents, staff, and the community;
- build and maintain connections to community members and organizations;
- promote the school in the community and media;
- oversee student recruitment and enrollment;
- oversee faculty and staff recruitment and selection;
- oversee faculty and staff evaluation and management;
- be responsible for the hiring and firing of teachers and staff;
- oversee school-wide assessment, including facilitation of the Public School and Community Assessment Teams;
- manage school-wide problem-solving, planning, and development sessions.

Business Services

RCP's business services will be provided by Beacon Education Management. Beacon will provide accounting, general ledger, bookkeeping, and financial services, accounts payable and receivable administration, insurance coordination, payroll processing and coordination, employee benefits coordination, and other related services. Beacon also will develop a human resources system for RCP and will coordinate the establishment of a National School Lunch Program. Beacon will provide additional support in the areas of technology, curriculum development, professional development, facility acquisition and management, and fundraising.

Other Key Roles

Other key roles are described in Appendix F.

Information Flow and Decision-Making

Ultimately, day-to-day decision-making authority is granted to the School Director(s). However, RCP's founders believe that the school will be enriched by empowering all faculty and staff to make decisions. Therefore, RCP's Director(s) will encourage teachers and staff to "innovate and add value."¹¹ Several mechanisms are in place to ease the flow of information and to ensure quality decision-making.

- Student progress is monitored on an ongoing basis through standardized tests, school-developed assessments, and Public School and Community Assessment Teams. This will inform RCP's School Director and Board of Directors as to whether or not curricular, instructional, and other decisions are producing desired results.
- Teachers will have the authority to make curricular decisions, unless the School Director(s) feel the decisions harm the school. Teacher-teams will make curriculum recommendations to Department Heads and to the Curriculum Coordinator. Department Heads and the Curriculum Coordinator will make recommendations to the Curriculum Committee. The Curriculum Committee and Curriculum Coordinator will make final recommendations to the School Director(s).
- Lead Teachers will inform Division Directors of student issues and disciplinary matters. Division Directors will manage student issues and disciplinary matters. Any recommendations for counseling, suspensions, or expulsions must be approved by the School Director(s).
- The School Director(s) must approve all major curricular decisions, student counseling referrals, and student suspensions or expulsions.

Although RCP's founders inherently trust the decision-making abilities of teachers and administrators, the above-mentioned control mechanisms are designed to maintain control and consistency as the school grows.

8. CAPACITY

Summary of Collective Experience

The founders of Roxbury Community College Preparatory Charter School form a group of experienced educators, parents, and community leaders. The team includes teachers, principals, and deans from elementary school, middle school, high school, and higher education. These educators, each with five to thirty years of experience, have served and currently serve as teachers and administrators in urban district schools, alternative public schools, independent schools, non-profit academic enrichment programs, and universities. Founding and Board members represent the Roxbury community and work in Boston Public Schools and the Private Industry Council.

Founders

Please see Appendix I for the resumes of RCP's founders and for a list of the school's Advisors.

Partnerships

RCP has established partnerships with the James P. Timilty Public Middle School, Boston Public Schools, Harvard Project on Schooling and Children, Northeastern University, YouthBuild Boston, Concerned Black Men, Bridging Bridges, and Summerbridge National. Letters of support are attached in Appendix H.

9. FACILITIES AND STUDENT TRANSPORTATION

Facilities

RCP has formed a partnership with YouthBuild Boston to secure and renovate a facility. A letter of support detailing this relationship is attached in Appendix H.

Urban Edge, a community development corporation in Roxbury, also is supporting RCP's efforts to locate potential sites. Urban Edge and RCP have identified the following facilities as possibilities:

- 690 Dudley Street
- 59 Amory Street
- 23 Heath Street

Renovations costs at these sites would be included in the reasonable lease price. Renovations and leasing costs may be defrayed through RCP's partnership with YouthBuild Boston.

Transportation

RCP will utilize Boston Public Schools' transportation services for eligible students.

10. A DAY IN THE LIFE OF A STUDENT

"Come on Max, we're going to be late!" urges Danielle to her sleepy twin brother, as she hands him a Nutribar to eat on the way to school. They have both been awake since 6:30 AM, to bathe and put on their school uniforms. Their mother, Karen, sends them off with a kiss, and the day begins. Max and Danielle walk a few short blocks to school, arriving by 7:15 AM. They part ways quickly. Max goes down to the basement for choir rehearsal, and Danielle heads to the computer lab to finish an essay on the contributions of John D. O'Bryant. She has been working on this paper for two weeks, an eternity to a fifth grader, but her work is thorough and impressive. She has done research at the public library and she has talked to her parents, who grew up in Roxbury. Max is preparing for a statewide gospel competition the following Saturday, to which transportation will be shared with RCP's sister school, the James P. Timilty Middle School. The students in both choirs perform together regularly.

At 8:10 AM, first period begins. Half of the students attend Humanities, while the other half attend Math and Science. Max enters Mrs. Nagle's Humanities classroom, where there are fifteen desks neatly placed. Often, when students arrive at school, they find Mrs. Nagle listening to jazz music, writing at her desk, or talking with a student whom she has asked to "see." The students become nervous when they are asked to come in early to see Mrs. Nagle; they fear that they are somehow in trouble. What they each realize, in time, is that Mrs. Nagle will meet with every student in the class, and for those ten minutes she is completely theirs. She asks questions about academic interests, future aspirations, or weekend plans. "All she did was ask me some questions," Max responded when his mother asked about his recent meeting with Mrs. Nagle. "She asked how I read so fast. And she asked if I have ever read J.R.R. Tolkien, since I'm interested in sci-fi."

Mrs. Nagle is a veteran teacher of seventeen years, and while she is working with a new integrated curriculum that she helped to design, she is confident and calm. "Good morning Mr. Sutton," she greets Max. "Good morning," he smiles, always thinking of Mr. Sutton as his father. Mrs. Nagle says she addresses all of her students this way out of respect, and to make them feel special. The class starts as it does every morning, with a seven minute "freewrite." Each day, as the students walk in, Mrs. Nagle writes a quotation on the board, often from the previous night's reading. Students copy down the quote in their notebooks and then write anything that comes to mind. Mrs. Nagle allows students to ease themselves into the school day with this quiet reflection. Today's quote reads:

"Esperanza, you have come full circle. You will always be Mango Street . . ."

Everyone in the room writes, including Mrs. Nagle. After seven minutes, Mrs. Nagle asks two students, Ms. Jackson and Mr. Pola, to read their responses to the quotation. Ms. Jackson reads what it means to have "a true sense of community," through growing up somewhere and returning there to live as an adult. She writes about her house, where her mother also was raised. Without missing a beat, Mr. Pola begins reading. The students know this drill, as it happens each day: two students read without a verbal response from the class until both students have finished. Mr. Pola writes about his older brother who has gone to college in New York, and what it is like when his brother returns home for the holidays: "Some of his friends think he's all stuck up now, 'tryin' to be white', but he says maybe they just don't know what he's doing or why." Mrs. Nagle smiles, pleased that one of her students has brought this controversial issue to the table. The class spends the next forty minutes discussing why learning is equated with "tryin' to be white." The students are vocal and honest, they disagree and agree, they challenge the teacher and themselves. And, at this end, as she always does, Mrs. Nagle brings the discussion back to *House on Mango Street* and the quotation on the board. The students are excited to read the next chapter that night.

Meanwhile, Danielle is in Math class. Unlike many girls her age, Danielle is an avid mathematician and is anxious to share her abilities in class. Her teacher, Mr. Carr, is young, and his energy is unceasing. Mr. Carr majored in Calculus at Morehouse after attending Boston Latin School. The students are discussing their "investments" while checking today's stocks in *The Wall Street Journal*. Danielle has chosen to invest her money in BellAtlantic, feeling that the new ad campaign with James Earl Jones will heighten business. "I see that my stock has remained at the same level for several days now," she observes. "What does that mean for your investment?" responds Mr. Carr. "I'm going to sit tight for a little while, sometimes you have to be patient in this business." All students discuss their investments in small groups and then record their predictions for future gains and losses. The students do not know it yet, but Mr. Carr has arranged for the class to take a day-trip to New York to see the stock market in action at the end of this unit. The class works quickly, before they move on to Science class.

Ms. Elliot instructs the students to keep their backpacks closed and to find a pen. This is the last day in their gravity explorations, and she wants to get started. Danielle quickly writes down her name and address on an index card, as Ms. Elliot's science class heads for the courtyard. As a culmination to their lab on the properties of gravity, students tie their index cards to balloons and float them away. "We'll see if gravity can allow us to make some new pen pals," says Ms. Elliot. "Then we'll spend the ten minutes before lunch finishing our lab write-ups."

After lunch, since it is Friday, students and teachers gather for Assembly to close out the week. As usual, today's Assembly is run by a student, Nia Wambua, who has been practicing for days. She asks the students to find their seats. Nia begins the Assembly with an affirmation that she has written for the occasion: "I know that everything I learned this week now belongs to me. I read poems by Langston Hughes, Sonia Sanchez, and Marjorie Dambreville. These words now belong to me. I did an experiment to find out my blood type, this information belongs to me. I am tired, I worked hard, and this belongs to me." The auditorium erupts in applause. Nia makes a few announcements about the upcoming week, and then asks for other announcements. Another student, Phil Harris, comes to the front and plays a piece that he has composed on his saxophone. He says it is a "conversation between a homeless woman and a middle class woman who meet in a train station." This is inspired by *Bluebirdbluebirdthroughmywindow*, by Sonia Sanchez, which he read in Mrs. Nagle's class. Again, applause follows his performance. The last presentation is by a teacher, Ms. Lightfoot, who recites a soliloquy from *Othello*. She shares this as an introduction to upcoming studies. Nia excitedly dismisses the students for the weekend after leading the crowd in a rousing rendition of the RCP cheer.

III. BUDGET, FINANCIAL MANAGEMENT AND HUMAN RESOURCES

(limited to 5 pages)

1. BUDGET

See attached Budget.

2. BUDGET NARRATIVE

See attached Budget Narrative.

RCP's business services will be provided by Beacon Education Management. Beacon will provide accounting, general ledger, bookkeeping, and financial services, accounts payable and receivable administration, insurance coordination, payroll processing and coordination, employee benefits coordination, and other related services. Beacon also will develop a human resources system for RCP and will coordinate the establishment of a National School Lunch Program. Beacon will provide additional support in the areas of technology, curriculum development, professional development, facility acquisition and management, and fundraising.

3. HUMAN RESOURCES

Number of Faculty to Be Hired in Year 1, 1998-99: 120 students

- 2 FT School Directors
- 8 FT teachers, including 2 Lead Teachers, 1 Bilingual specialist, & 1 SPED specialist
- 2 .8 Spanish teachers
- 1 .8 P.E. teacher and coach
- 1 FT School Secretary
- Pro-bono or PT Nurse, Librarian, Technology Support Specialist, & Counselor

Number of Faculty to Be Hired in Year 5, 2002-03: 360 students

- 2 FT School Directors
- 20 FT teachers, including 5 Lead Teachers, 3 Bilingual specialists, & 3 SPED specialists
- 5 .8 Spanish teachers
- 3 .8 P.E. teachers and coaches
- 1 FT School Secretary
- Pro-bono or PT Nurse, Librarian, Technology Support Specialist, & Counselor
- 1 FT Lower School Director and necessary teachers if school finds Lower School component
- 1 FT Middle School Director
- 1 FT Upper School Director
- 1 FT Curriculum Coordinator
- 1 FT Director of Community Relations and After-School Programs
- 1 FT College Counselor
- 1 FT Director of Critical Issues in Contemporary Society, Internships, and Alumni Affairs

Hiring Criteria

In addition to providing positive recommendations, passing a background check, undergoing RCP's interview process, providing writing samples, and, whenever possible, teaching a sample lesson, faculty and staff must have the following credentials:

- School Director(s): Master's Degree, 5 or more years of teaching or related experience, administrative and fundraising experience;
- Teachers: B.A. or B.S., 2 or more years of teaching or related experience;
- Lead Teachers: B.A. or B.S., 3 or more years of teaching or related experience;
- Curriculum Coordinator: Master's Degree, 5 or more years of teaching or related experience;

- Division Directors: Master's Degree, 5 or more years of teaching or related experience;
- Director of Community Relations and After-School Programs: B.A. or B.S., experienced in community work;
- College Counselor: B.A. or B.S., 2 or more years of teaching or related experience;
- Director of Critical Issues in Contemporary Society, Internships, and Alumni Affairs: B.A. or B.S., 2 or more years of teaching or related experience.

Salary Range for Teachers and Administrators

RCP will match Boston Public Schools' contracts for teachers and administrators, but will not pay any teacher less than \$40,000 each year, including compensation for summer work. During the first year, salaries will be capped at \$60,000.

Professional Development

Professional development at RCP will center around improving curriculum and instruction in grade-level teacher teams, or "Critical Friends Groups." Each summer, and throughout the school year, RCP teachers and administrators will work with a curriculum consultant to refine established student standards for each class, further develop the school's scope and sequence, develop units that integrate skills and content, refine assessment rubrics, and ensure that student standards are reflected in grade-level and subject goals, integrated units, daily lessons, and assessments.

Evaluation of Faculty and Administrators

RCP teachers and administrators are evaluated for two different reasons: 1) to determine whether teachers and administrators should be retained (evaluation); 2) to improve teacher and administrator performance (supervision).¹²

Evaluation of Teachers and Administrators

All RCP teachers are expected to work effectively within Critical Friends Groups, establish individual goals before every academic year, and meet or exceed the school's rigorous expectations for teachers. Each summer, RCP's School Director(s) and Curriculum Coordinator will meet with teachers and a curriculum consultant to refine the school's criteria for instructional evaluation. Instructional evaluation will be based on the attainment of student objectives and teacher goals, observed teaching methods, and work contained in teacher portfolios (detailed course syllabus, curricular material and individual lesson plans, feedback from Critical Friends and students, assessment rubrics, samples of student work, etc.).

Each teacher's instructional and non-instructional performance is evaluated formally by the Curriculum Coordinator and/or School Director(s) at least twice every year. After receiving formal written evaluations, teachers meet with the appropriate evaluator. Ongoing evaluation enables the School Director(s) to decide whether to retain or dismiss teachers. The School Director(s) will fire teachers who, after having been warned and supported, do not meet expectations.

All RCP administrators are expected to establish individual goals before every academic year and meet or exceed the school's rigorous expectations. Administrative performance will be evaluated formally by the School Director(s) at least twice each year. RCP's School Director(s) will fire administrators who, after having been warned and supported, do not meet expectations.

RCP's Board of Directors will evaluate School Directors' performance at least twice each year in light of the school's rigorous expectations for School Directors. The Board will fire School Directors who, after having been warned and supported, do not meet expectations.

Supervision of Teachers and Administrators

Supervision of teachers and administrators is intended to improve performance. Colleagues and outside reviewers may participate in the supervision process. The Critical Friends structure and Public School and Community Assessment Teams will encourage feedback and progress.

Projected Revenues and Expenditures
Roxbury College Preparatory Charter School

	Start-Up Phase	Fiscal Year 1999	Fiscal Year 2000	Fiscal Year 2001	Fiscal Year 2002
	2/98 - 8/98				
I. Revenues					
Tuition		\$ 1,055,808.00	\$ 1,631,223.36	\$ 2,240,213.41	\$ 2,884,274.77
Federal Start-Up Grant	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00		
Private Funds	\$ 25,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00
Entitlements		\$ 72,000.00	\$ 108,000.00	\$ 144,000.00	\$ 180,000.00
Loan	\$ 80,000.00				
Total Revenues	\$ 145,000.00	\$ 1,267,808.00	\$ 1,879,223.36	\$ 2,484,213.41	\$ 3,164,274.77
II. Expenditures					
Professional Salaries					
School Directors	\$ 42,000.00	\$ 120,000.00	\$ 124,800.00	\$ 129,792.00	\$ 134,983.68
Administrators				\$ 110,000.00	\$ 114,400.00
Teachers (FT)		\$ 360,000.00	\$ 561,600.00	\$ 778,752.00	\$ 1,012,377.60
Teachers (PT)		\$ 99,000.00	\$ 134,000.00	\$ 185,000.00	\$ 217,000.00
Special Needs Administration		\$ 72,000.00	\$ 108,000.00	\$ 144,000.00	\$ 180,000.00
Payroll Taxes	\$ 3,150.00	\$ 17,370.00	\$ 24,612.00	\$ 36,106.32	\$ 44,362.84
Benefits	\$ 5,250.00	\$ 60,000.00	\$ 84,000.00	\$ 120,000.00	\$ 144,000.00
Total Professional Salaries	\$ 8,400.00	\$ 728,370.00	\$ 1,037,012.00	\$ 1,503,650.32	\$ 1,847,124.12
Administrative Staff					
Clerical		\$ 22,000.00	\$ 22,880.00	\$ 23,795.20	\$ 24,747.01
Custodial		\$ 20,000.00	\$ 20,800.00	\$ 21,632.00	\$ 22,497.28
PT Counselor		\$ 15,000	\$ 15,600	\$ 16,224	\$ 16,873
PT Nurse		\$ 15,000	\$ 15,600	\$ 16,224	\$ 16,873
PT Librarian		\$ 10,000	\$ 10,400	\$ 10,816	\$ 11,249
PT Technology Specialist		\$ 10,000	\$ 10,400	\$ 10,816	\$ 11,249
Payroll Taxes		\$ 6,900.00	\$ 7,176.00	\$ 7,463.04	\$ 7,761.56
Benefits		\$ 11,500.00	\$ 11,960.00	\$ 12,438.40	\$ 12,935.94
Total Administrative Staff	\$ -	\$ 110,400.00	\$ 114,816.00	\$ 119,408.64	\$ 124,184.99
Facility					
Rent		\$ 216,000.00	\$ 324,000.00	\$ 432,000.00	\$ 540,000.00
Debt Service		\$ 30,000.00	\$ 30,000.00	\$ 31,556.00	
Utilities		\$ 28,800.00	\$ 43,200.00	\$ 57,600.00	\$ 72,000.00
Total Facility	\$ -	\$ 274,800.00	\$ 397,200.00	\$ 521,156.00	\$ 612,000.00
Materials/Supplies					
Textbooks		\$ 24,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Instructional Equipment		\$ 14,400.00	\$ 21,600.00	\$ 28,800.00	\$ 36,000.00
Office/Classroom Technology	\$ 5,000.00	\$ 30,552.00	\$ 30,552.00	\$ 30,552.00	\$ 30,552.00
Library		\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Office Furniture		\$ 1,000.00	\$ 1,500.00	\$ 2,000.00	\$ 3,000.00
Classroom Furniture		\$ 19,296.00	\$ 16,080.00	\$ 16,080.00	\$ 16,080.00
Total Materials/Supplies	\$ 5,000.00	\$ 94,248.00	\$ 86,732.00	\$ 94,432.00	\$ 102,632.00
Other Costs					
Insurance		\$ 12,000.00	\$ 18,000.00	\$ 24,000.00	\$ 30,000.00
Business Services		\$ 18,000.00	\$ 18,000.00	\$ 24,000.00	\$ 24,000.00
Consultants		\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Marketing/Development		\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Staff Development/Training		\$ 5,000.00	\$ 7,500.00	\$ 10,000.00	\$ 12,500.00
Transportation		\$ 14,400.00	\$ 21,600.00	\$ 28,800.00	\$ 36,000.00
Food Service		\$ 15,840.00	\$ 23,760.00	\$ 31,680.00	\$ 39,600.00
Curriculum Development	\$ 50,000.00	\$ 37,500.00	\$ 50,000.00	\$ 62,500.00	\$ 75,000.00
Printing and Copying	\$ 2,500.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Student and Staff Recruitment	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Travel/Transportation		\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Telephone/Fax/Postage	\$ 4,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
Contingency			\$ 40,000.00	\$ 40,000.00	\$ 100,000.00
Total Other Costs	\$ 59,500.00	\$ 129,740.00	\$ 205,860.00	\$ 247,980.00	\$ 344,100.00
Total Revenues	\$ 145,000.00	\$ 1,267,808.00	\$ 1,879,223.36	\$ 2,484,213.41	\$ 3,164,274.77
Previous Balance		\$ 72,100.00	\$ 2,350.00	\$ 39,953.36	\$ 37,539.81
Total Expenditures	\$ 72,900.00	\$ 1,337,558.00	\$ 1,841,620.00	\$ 2,486,626.96	\$ 3,030,041.10
Balance	\$ 72,100.00	\$ 2,350.00	\$ 39,953.36	\$ 37,539.81	\$ 171,773.48

Budget Narrative
Roxbury College Preparatory Charter School

I. Revenues	
Tuition	\$7,332 x enrollments of 144, 216, 288, 360. 3% yearly increase.
State Grants	\$40,000 federal start-up grant for first 3 years.
Private Funds	Private funds raised each year.
Other	Entitlements calculated at \$500 per student.
	1st year loan.
Total Revenues	
II. Expenditures	
Professional Salaries	
School Directors	\$60,000 salary for each School Director in first year. 4% yearly increase.
Administrators	\$55,000 salaries for Curriculum Coordinator and Middle School Director added in year 3.
Teachers (FT)	8, 12, 16, 20 FT teachers @ an average of \$45,000. 4% yearly increase.
Teachers (PT)	3, 4, 6, 7 PT teachers. 4% yearly increase.
	\$500 per student budgeted to cover staff and materials.
Payroll Taxes	Teachers will participate in Massachusetts Teachers' Retirement Fund. RCP matches remaining 3% payroll tax.
Benefits	\$500 per month for medical benefits for each FT teacher and administrator.
Total Professional Salaries	
Administrative Staff	
Clerical	1 Secretary + 4% yearly increase.
Custodial	Maintenance contract.
PT Counselor	4% yearly increase.
PT Nurse	4% yearly increase.
PT Librarian	4% yearly increase.
PT Technology Specialist	4% yearly increase.
Payroll Taxes	7.65%
Benefits	12.50%
Total Administrative Staff	
Facility	
Rent	100 sq. ft. per student x \$15 sq. ft. Assuming all renovations included in lease price. Could be lower with YouthBuild.
Debt Service	7% interest rate.
Utilities	100 sq. ft. per student x \$2 sq. ft.
Total Facility	
Materials/Supplies	
Textbooks	\$200 per student with old books being reused.
Instructional Equipment	\$100 per student.
Office/Classroom Technology	1 comp. per teacher and for every 6 students. \$1200 to buy and network. \$20,000 software. 5 printers. All leased.
Library	Books and materials.
Office Furniture	\$500 per administrator.
Classroom Furniture	\$200 per student for 360 students. Leased over 5 years.
Total Materials/Supplies	
Other Costs	
Insurance	\$100 per student.
Business Services	Based on contract with Beacon Education Management.
Consultants	\$500 per day for 10 days.
Marketing/Development	Approximate cost.
Staff Development/Training	\$500 per teacher.
Transportation	\$100 per student for field trips. BPS funds will cover other transportation costs.
Food Service	National School Lunch Program. 55% of students eat x 180 days x \$2 cost x \$1.80 reimbursement.
Curriculum Development	\$2500 per month per teacher during summer (2 months in 1998, 1 month thereafter).
Printing and Copying	Approximate cost.
Student and Staff Recruitment	Approximate cost.
Travel/Transportation	Approximate cost.
Telephone/Fax/Postage	Approximate cost.
Contingency	Contingency.
Total Other Costs	
Total Revenues	
Previous Balance	
Total Expenditures	
Balance	

IV. ACTION PLAN

<u>Task</u>	<u>Due Date</u>	<u>Responsible Party</u>
Educational Program		
•Refine goals, instructional and non-instructional programs, and assessments	Ongoing	School staff
•Identify Special Education case manager	April	School Directors (SD)
•Arrange case management and SPED training	April	SD
•Hire curriculum consultant for summer and school-year planning	April	SD
•Purchase educational materials and technology	May - Ongoing	School staff
•Identify students with IEPs; acquire records if possible	June - Ongoing	SD
•Develop alternative IEPs & Individual Education Compacts with students and families	June - Ongoing	School staff
•Host summer planning sessions	July - August	SD
Financial Management		
•Collaborate with Beacon Education Management to manage finances	Ongoing	SD
Governance		
•Continue recruiting and developing Board	Ongoing	Board
•Hold board meeting	March	Board
•Further define role of board members, relationship of board to staff, and decision-making processes	March	Board
•Establish board calendar	March	Board
•Finalize by-laws	March	Board
•Arrange board liability insurance	March	Board
•Host Board retreat	June	SD & Board
Operations & Logistics		
•Issue RFP and select vendor for insurance, maintenance, and food services (if necessary)	March - May	SD
•Secure transportation services	April	SD
•Develop database for student reporting	June	SD & Beacon
•Establish attendance-record-keeping system	June	SD & Beacon
•Develop student and parent handbooks and student code of conduct	June	SD & Beacon
•Identify number of free and reduced-price lunch students	June - Ongoing	SD
•Define route requirements if providing transportation	July	SD
•Plan traffic management (drop-off/pick-up areas)	July	SD
•Establish fire drill policy & schedule	July	SD & Beacon
•Develop Health & Safety policy handbook	July	SD & Beacon
•Identify medical/first aid resources	July	SD
•Send medical forms to parents	July	SD
•File completed medical forms	August	SD
•Hold staff first-aid training	August	SD
•Initiate Parent and Community Involvement Committee	August	SD
•Recruit and coordinate parent and community volunteers	August - Ongoing	SD

<u>Task</u>	<u>Due Date</u>	<u>Responsible Party</u>
<u>Site</u>		
•Finalize site	February - March	SD & Board
•Secure financing	February - March	SD & Beacon
•Sign lease or negotiate lease agreement	February - March	SD & Beacon
•Obtain property insurance	February - March	SD & Beacon
•Order furniture and equipment	May	SD
•Secure final inspection	June	SD
•Obtain occupancy certificate	June	SD
•Acquire furniture & equipment	July	SD
•Have building pre-inspected for code compliance	July	SD
•Have drinking water tested	July	SD
•Schedule fire inspection and building inspection	July	SD
•Install technology	July	SD
<u>Staffing</u>		
•Advertise and disseminate job descriptions	February - Ongoing	SD
•Interview candidates, conduct background checks, and begin hiring	March - Ongoing	SD
•Develop staff handbook	June	SD & Beacon
•Hold initial faculty meetings	June	SD
•Begin team-building	June	SD
•Host summer planning sessions	July - August	SD
<u>Student Recruitment and Enrollment</u>		
•Publish brochure, ads, flyers, etc. (multilingual)	February	SD
•Hold informational meetings for community	February - August	SD & Board
•Begin marketing school and recruiting students through schools, social service agencies, churches, community organizations, radio Public Service Announcements, door-to-door	February - August	SD
•Conduct student/parent informational sessions	March - July	SD
•Begin accepting applications	April	SD
•Implement enrollment process	April - August	SD
•Close applications	June	SD
•Hold public lottery if oversubscribed	June	SD
•Mail admission letters	June	SD
•Collect admission replies	June	SD
•Establish wait list	June	SD
•Request student records from other schools	June	SD
•Hold student/parent/teacher meetings	August	School staff
•Implement parent/family participation and involvement plans	August	SD
•Open doors!!!!!!!!!!!!!!	August	Everyone!!

Appendix A

RCP Student Standards

RCP Reading Standards¹³

Comprehension

Students:

- identify the form and genre of a text;
- recognize the organizational elements of a text (table of contents, index, acts, scenes, chapters, etc.);
- understand the sequence of a text (beginning, middle, end, foreshadowing, flashbacks, etc.);
- summarize or restate the main ideas or plot of a text;
- construct the meaning of a text;
- can explain how an author has used figures of speech, information, incidents, character, and conflict to create an effect, thesis, or theme;
- describe conflict and resolution of conflict in literature;
- draw on a broad base of knowledge about American and world literature;
- draw on a broad base of knowledge about the themes, ideas, and lessons of religious texts and classical literature.

Interpretation

Students:

- generate questions about a text;
- identify the author's purpose and point of view;
- distinguish fact from opinion;
- can evaluate the reliability of information conveyed in a text;
- analyze the positions taken in a text and the evidence offered in their support;
- compare and contrast different texts;
- make connections within and among texts;
- make connections between themselves and the texts;
- identify the historical and social context of a text;
- evaluate writing strategies;
- can explain and defend critical opinions about a text.

Process

Students:

- read for a variety of purposes--to make a decision, follow directions, select and record information, analyze an argument, gain understanding, enjoy a good story, etc.
- skim or scan a text to choose a reading strategy that suits the material (highlighting, underlining, taking notes, reading aloud, visualizing);
- identify and seek help with problems they have in reading;
- infer meanings of words from their context and look them up as needed;
- can find information that is helpful in evaluating the use of English by consulting dictionaries, style sheets, handbooks, editing software, and other sources of information;
- use a reading log or journal to explore ideas;
- provide helpful information when reading and responding to the writing of others;
- discuss what they read with other readers.

RCP Writing Standards¹⁴

Purpose

Students:

- communicate information, opinions, and experiences effectively when writing for various audiences, in various genres, for various purposes.
- determine the purpose of a piece of writing, identify an appropriate audience, and develop a plan to fulfill the purpose;
- produce a coherent and complete composition, containing sufficient detail to fulfill its purpose, language appropriate for its audience, and a structure revealed through clear coordination and subordination of ideas;
- construct a coherent argument that advances an opinion, accurately summarizes an opposing opinion, refutes the opposing opinion, and cites reliable and persuasive evidence;
- write stories with a coherent plot, distinct characters, and conflict resolved through the action characters.

Content

Students:

- bring each topic down to a manageable size;
- choose which ideas to develop and which to ignore;
- support ideas with sufficient details and evidence;
- use accurate evidence and cite sources when necessary.

Organization

Students:

- order ideas logically;
- capture reader interest from the beginning;
- use transitions to connect ideas;
- bring each piece to an effective closing.

Style

Students:

- choose a genre (story, poem, letter, personal narrative, persuasive essay, etc.) and use the conventions of the genre to further the purpose of the writing;
- use tones that serve their purposes;
- use techniques that serve their purposes;
- employ a style that sounds natural, honest, and direct;
- use words that create pictures;
- use clear and precise words;
- vary the rhythm and pace of sentences to suit their purposes;
- omit needless words.

Conventions

Students:

- understand parts of speech and fundamental rules of syntax and apply this knowledge in written work;
- use correct spelling, capitalization, and punctuation;
- break conventions only with a purpose.

Process

Students:

- can employ a variety of strategies to evaluate, develop, and revise a topic;
- use computers for writing and revising drafts;
- use feedback from others to guide the process of revision;
- revise as many times as is necessary;
- reflect on their work.

RCP Public Speaking Standards¹⁵

Content

Students:

- determine the purpose for speaking in various contexts, appraise the needs and expectations of an audience, and make appropriate decisions about substance and style to help fulfill the purpose of a speech;
- participate in or lead a discussion by understanding the purpose of a discussion, listening attentively, respecting the opinions of other people, using language appropriate to the context, asking questions, and offering relevant and reliable information;
- produce a coherent and complete presentation, containing sufficient detail to fulfill its purpose, language appropriate for its audience, appropriate visual aids, and a structure revealed through clear coordination and subordination of ideas;
- communicate information, opinions, and experiences effectively when speaking to various audiences, in various contexts, for various purposes;
- communicate a clear message;
- construct coherent arguments that advance opinions, accurately summarize opposing opinions, and cite persuasive and reliable evidence;
- provide accurate and substantive information;
- organizes information thoughtfully and in a way that allows presentations to progress;
- ensure that presentation aids are substantive, relevant, and used effectively;
- effectively employ rhetorical strategies (metaphor, imagery, repetition, etc.);
- answer questions knowledgeably and accurately.

Performance

Students:

- use literary and cultural allusions, imagery, various figures of speech, inflection and tone of voice, non-verbal devices and gestures, humor, and visual aids to reinforce the message of a speech or lecture;
- know the audience and engage it effectively;
- capture the audience's attention immediately;
- use appropriate body language and gestures;
- make eye contact with the audience;
- speak clearly and audibly and pronounce words correctly;
- speak at an appropriate pace;
- vary tone and language for expressive purposes;
- avoid "filler" words ("um," "uh," "like," "you know");
- defer to other speakers when appropriate;
- adjust to audience reactions;
- bring each presentation to an effective close.

Process

Students:

- employ a variety of strategies--lists, freewriting, word maps, and outlines, for example--to evaluate, revise, and develop a topic;
- develop a speech or lecture through a series of drafts, using practice delivery and the responses of a trial audience to guide the process of revision;
- use computers and presentation software to prepare and enhance the delivery of a speech or lecture;
- are well-prepared for each presentation;
- reflect on their work.

Appendix B

RCP High School Course of Study

The High School Course of Study requires 20 year-long units of credit and includes 8 units of Humanities (English and Social Sciences), 4 units of Mathematics, 3 units of Science, 3 units of Spanish or ESL, 1 elective unit, and a Senior Year Internship and corresponding Writing and College Workshop (1 unit). Students are also expected to participate on an athletic team during their time at RCP.

Grade	Humanities (English, Social Sciences, Fine Arts)	Science	Mathematics	Spanish
9	<ul style="list-style-type: none"> •English 101: World Literature •Social Sciences 101: World Civilizations 	•Biology	<ul style="list-style-type: none"> •Geometry (UCSMP) 	•Spanish
10	<ul style="list-style-type: none"> •English 201: American Literature •Social Sciences 201: US History •PSAT Review 	•Chemistry	<ul style="list-style-type: none"> •Advanced Algebra (UCSMP) •PSAT Review 	•Spanish
11	<ul style="list-style-type: none"> •Humanities 301: Critical Issues in Contemporary Society <ul style="list-style-type: none"> •Students address race, gender, class and economics, politics, the legal system, education, health care, and the environment through reading, writing, lecture, discussion, and exhibitions •College professors design classes, lecture to students, facilitate discussion, and evaluate student exhibitions •Students examine how these issues have affected their lives and how they plan to confront these issues in the future •PSAT & SAT Review •College Workshops (college visits, college testing, admissions and financial aid planning, career exploration) 	•Physics	<ul style="list-style-type: none"> •Functions, Statistics, and Trigonometry (UCSMP) •PSAT & SAT Review 	•Spanish
12	<ul style="list-style-type: none"> •Writing 400 and College Workshops: Focus on internship, college essay, and expository and creative writing; college visits, college testing, admissions and financial aid planning, and career exploration •Internships related to CICS study <p><u>& Two of the Following</u></p> <ul style="list-style-type: none"> •AP English •AP US History •Semester Electives (African-American History & Literature, Latino History & Literature, Civil Rights Movement, Women Writers, Classics, etc.) <p><u>Possible Electives</u></p> <ul style="list-style-type: none"> •Independent Study, Study Abroad, Acting, Playwriting, Directing, Drawing and Composition, Painting, Photography, Ceramics, Dance 	<u>Electives</u> <ul style="list-style-type: none"> •A.P. Chemistry •A.P. Biology 	<ul style="list-style-type: none"> •SAT Review <p><u>& One of the Following</u></p> <ul style="list-style-type: none"> •Pre-calculus •AP Calculus 	<u>Electives</u> <ul style="list-style-type: none"> •Spanish •AP Spanish

Appendix C

RCP and James P. Timilty Critical Friends Network

Critical Friends Groups

The Annenberg Institute for School Reform established the National School Reform Faculty Program and "Critical Friends Groups" based on the premise that "practitioners cannot change without support; people need access to training, information, and ongoing assistance, if they are to make major leaps in their effectiveness."¹⁶ Unfortunately, professional teachers too often are isolated from one another.

In order to encourage collaboration, reflective teaching, improved practice, and student achievement, teacher teams at RCP and the James P. Timilty Public School will form Critical Friends Groups within their own schools. In addition, a Critical Friends Network will be established between RCP and Timilty to allow teachers to observe teaching and share ideas across schools; the Network will be piloted with one sixth grade team from each school during the 1998-99 school year. Inter- and intra-school collaboration will take place in daily team-meetings, Friday afternoon professional development sessions, through e-mail correspondence, and during eight-week summer planning sessions.

RCP and Timilty teachers and administrators benefit from the ideas, observations, expertise, and resources of their colleagues. Critical Friends Groups share responsibility for improved practice and student achievement by ensuring that curriculum, instruction, and assessments correspond with student objectives and individual student needs. In addition to learning from the knowledge of their peers, teachers in Critical Friends Groups are exposed to information from research articles, professional journals, conferences, and consultants.

Critical Friends Groups at RCP and Timilty ensure that teachers will:

- define standards for their students;
- define standards for their own teaching;
- evaluate whether teaching and curriculum are directly connected to student objectives;
- closely examine student work for evidence of student learning and teaching effectiveness;
- closely examine their own work to evaluate their teaching effectiveness;
- learn from their colleagues and from outside sources;
- maintain portfolios that demonstrate their professional growth.

The establishment of Critical Friends Groups at RCP and Timilty begins with the training of teachers and curriculum coordinators. These "coaches" learn facilitation skills to support trust-building, team-building, and to support conversations about race/class/gender, standards for student work, standards for teachers, and teaching and assessment methods. In addition, coaches learn how to support fellow teachers during the evaluation process.

After coaches have been trained, teacher teams within each school function as Critical Friends Groups. These groups meet several times each week to share observations, to provide feedback, to develop standards, curriculum, and assessments, and to discuss teaching methods and student issues. In addition, peer-coaching pairs observe each other at least once a month; each observation includes a pre-conference and a post-conference.

During Critical Friends Group meetings, teachers share their own work to promote dialogue about teacher efficacy and evidence of student learning and achievement of goals. Coaches facilitate Critical Friends Group meetings and connect teachers to outside educational resources, theory, and information.

RCP and Timilty teachers maintain portfolios of their work. These portfolios have two primary purposes: 1) they promote reflection and empowerment by requiring teachers to demonstrate improvement and growth; 2) they hold RCP and Timilty accountable because they are presented to Critical Friends Group peers inside and outside of each school.

RCP and Timilty teachers are held to high standards. Critical Friends Groups are designed to ensure that teachers design their lessons and course around specified objectives for and the needs of students. Teacher evaluations and classroom observations will assess a variety of factors that are detailed in Appendix D.

RCP and Timilty hope to extend the Critical Friends Network and other collaborative ventures to more district and charter schools in the future. In the meantime, RCP and Timilty strive to create a model for positive and rewarding collaborations between charter and district schools.

Appendix D

RCP and James P. Timilty Critical Friends Group Classroom Observation Form¹⁷

- Does the teacher seem to know his/her students well (what students know and can do, how students learn, and what motivates students)?
 - Does the teacher use multiple teaching strategies?
 - Does the teacher use multiple motivation strategies?
 - Does the teacher seem to know each student's level of knowledge and skill?
- Does the teacher maintain high expectations for all students? Are those expectations clearly communicated to students?
 - Is the teacher clear about a lesson's learning goals?
 - Is the teacher clear about how the learning will be assessed?
 - Is the teacher clear about acceptable standards?
 - If acquisition of a new skill is the goal, is the teacher explicit about the context in which this skill will be used and why it is important to learn?
 - Do students appear to be working hard?
 - Does the teacher challenge students to work hard?
- Do all the components of the lesson reinforce the lesson's purpose and goals? Does coherence exist between individual lessons, lessons and units, and the disciplines?
 - Are the lesson's purpose and goals explicit?
 - Do the components and activities of the lesson support the purpose and goals?
 - Is the pace appropriately varied?
 - Is curricular continuity evident?
 - Is the lesson contextualized in a larger unit of study?
 - Are past lessons referred to?
 - Are future learning goals referred to?
 - Is the lesson connected to other disciplines?
 - Is the homework consistent with the lesson's purpose and goals?
 - Is the assessment consistent with the lesson's purpose and goals?
 - Is the classroom arrangement consistent with the lesson's purpose and goals?
 - What is on display in the room? Is it useful?
- Are students engaged and focused in class and on work outside of class?
 - Do students contribute to discussions?
 - Do students remain on task when working individually or in small groups?
 - Does the teacher notice and draw into the lesson students who appear disengaged?
 - Do students appear to be committed to out-of-class assignments?
- Is the classroom environment positive, supportive, motivating, and empowering?
 - Do the teacher and students stay on task and use class time for the lesson?
 - Do students keep each other on task?
 - Do students seem to have a positive attitude toward learning?
 - Does equitability among students seem to exist regardless of race/class/gender/physical challenges?
 - Is the teacher's management style supportive of positive culture?
 - Do teacher/student and student/student interactions contribute to a positive culture?
 - What is on display in the room? Does it contribute to positive culture?

Appendix E

Tentative RCP Weekly Schedule for 5th Grade (1998-99)

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 - 7:55 AM	Optional Activities				
8:00 - 8:05 AM	Advisory	Advisory	Advisory	Advisory	Advisory
8:10 - 9:05 AM	Math (Group A) Science (Group B) Humanities (Group C) Humanities (Group D)	Math (Group A) Science (Group B) Humanities (Group C) Humanities (Group D)	Math (Group A) Science (Group B) Humanities (Group C) Humanities (Group D)	Math (Group A) Science (Group B) Humanities (Group C) Humanities (Group D)	Math (Group A) Science (Group B) Humanities (Group C) Humanities (Group D)
9:10 - 10:05 AM	Math (Group B) Science (Group A) Humanities (Group C) Humanities (Group D)	Math (Group B) Science (Group A) Humanities (Group C) Humanities (Group D)	Math (Group B) Science (Group A) Humanities (Group C) Humanities (Group D)	Math (Group B) Science (Group A) Humanities (Group C) Humanities (Group D)	Math (Group B) Science (Group A) Humanities (Group C) Humanities (Group D)
10:10 - 10:25 AM	Break	Break	Break	Break	Break
10:30 - 11:25 AM	Math (Group C) Science (Group D) Humanities (Group A) Humanities (Group B)	Math (Group C) Science (Group D) Humanities (Group A) Humanities (Group B)	Math (Group C) Science (Group D) Humanities (Group A) Humanities (Group B)	Math (Group C) Science (Group D) Humanities (Group A) Humanities (Group B)	Math (Group C) Science (Group D) Humanities (Group A) Humanities (Group B)
11:30 AM - 12:25 PM	Math (Group D) Science (Group C) Humanities (Group A) Humanities (Group B)	Math (Group D) Science (Group C) Humanities (Group A) Humanities (Group B)	Math (Group D) Science (Group C) Humanities (Group A) Humanities (Group B)	Math (Group D) Science (Group C) Humanities (Group A) Humanities (Group B)	Math (Group D) Science (Group C) Humanities (Group A) Humanities (Group B)
12:30 - 1:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch
1:05 - 2:00 PM	Spanish (Group A) Spanish (Group B) P.E. (Groups C & D)	Spanish (Group A) Spanish (Group B) P.E. (Groups C & D)	Spanish (Group A) Spanish (Group B) P.E. (Groups C & D)	Spanish (Group A) Spanish (Group B) P.E. (Groups C & D)	Assembly
2:05 - 3:00 PM	Spanish (Group C) Spanish (Group D) P.E. (Groups A & B)	Spanish (Group C) Spanish (Group D) P.E. (Groups A & B)	Spanish (Group C) Spanish (Group D) P.E. (Groups A & B)	Spanish (Group C) Spanish (Group D) P.E. (Groups A & B)	Early Dismissal
3:00 - 4:00 PM	Reading Period/ Advisory	Reading Period/ Advisory	Reading Period/ Advisory	Reading Period/ Advisory	
4:00 - 6:00 PM	Optional Activities	Optional Activities	Optional Activities	Optional Activities	

Appendix F

Key Roles Continued and Governance Structure

Division Directors

Once at full capacity, each division at RCP will have a Division Director. These lower school, middle school, and high school principals will:

- manage student issues and discipline;
- supervise teachers;
- maintain connections with families;
- help with faculty recruitment and selection;
- handle other day-to-day issues.

Curriculum Coordinator

By the third year of operation, RCP will hire a Curriculum Coordinator to:

- observe, supervise, and provide feedback to teachers;
- attend grade-level team meetings;
- support teacher teams and work to ensure positive faculty dynamics;
- facilitate curriculum development sessions;
- coordinate the Critical Friends Network and other professional development activities;
- seek and share curriculum and instructional practices from other schools and professional journals;
- help with faculty recruitment and selection;
- coordinate and oversee the Curriculum Committee.

Curriculum Committee

The Curriculum Committee will consist of the Curriculum Coordinator, Department Heads, and Lead Teachers. The Committee will review the curriculum on an ongoing basis to ensure that content and skill standards support the school's mission to prepare students for college and are carefully coordinated within each grade level, across grade levels, and across departments. The Committee also will consider grade-level and department recommendations and goals and make final recommendations to the School Director(s).

Department Heads

Each subject area will have a Department Head to:

- facilitate curriculum revision, development, implementation, and assessment;
- ensure the department's scope and sequence is coherent and reflects the school's goals for students;
- share content knowledge and effective instructional strategies
- purchase materials
- make recommendations to the Curriculum Committee

Lead Teachers

In addition to fulfilling all of the responsibilities required of other teachers, RCP's Lead Teachers will assume responsibility for ensuring the effectiveness of grade-level teacher-teams. Lead Teachers will facilitate grade-level Critical Friends Group Meetings.

Teachers

RCP teachers will:

- collaborate in grade-level Critical Friends Groups to improve curriculum and instruction;
- observe colleagues and provide feedback;
- set individual and team goals and maintain teacher portfolios;
- provide individual support to students to promote student achievement;
- serve as advisors and maintain communication with families;
- integrate technology into the curriculum when appropriate;
- help manage student issues and discipline;
- help with faculty recruitment and selection;
- serve as coaches and in other capacities.

Director of Community Relations and After-School Programs

By year three, a Director of Community Relations and After-School Programs will be hired to:

- form and maintain partnerships with community agencies, Boston-area businesses, local schools, and nationwide programs;
- maintain connections with families and parents;
- coordinate the Parent and Community Involvement Committee;
- supervise and evaluate all after-school, weekend, and summer programs;

College Counselor

A College Counselor will be hired in year five to:

- educate students and parents about the college and financial aid application processes;
- provide support throughout the college and financial aid application processes;
- coordinate and host college fairs and visits from college admissions representatives;
- coordinate student trips to colleges;
- provide intensive training to all students for college entrance exams.

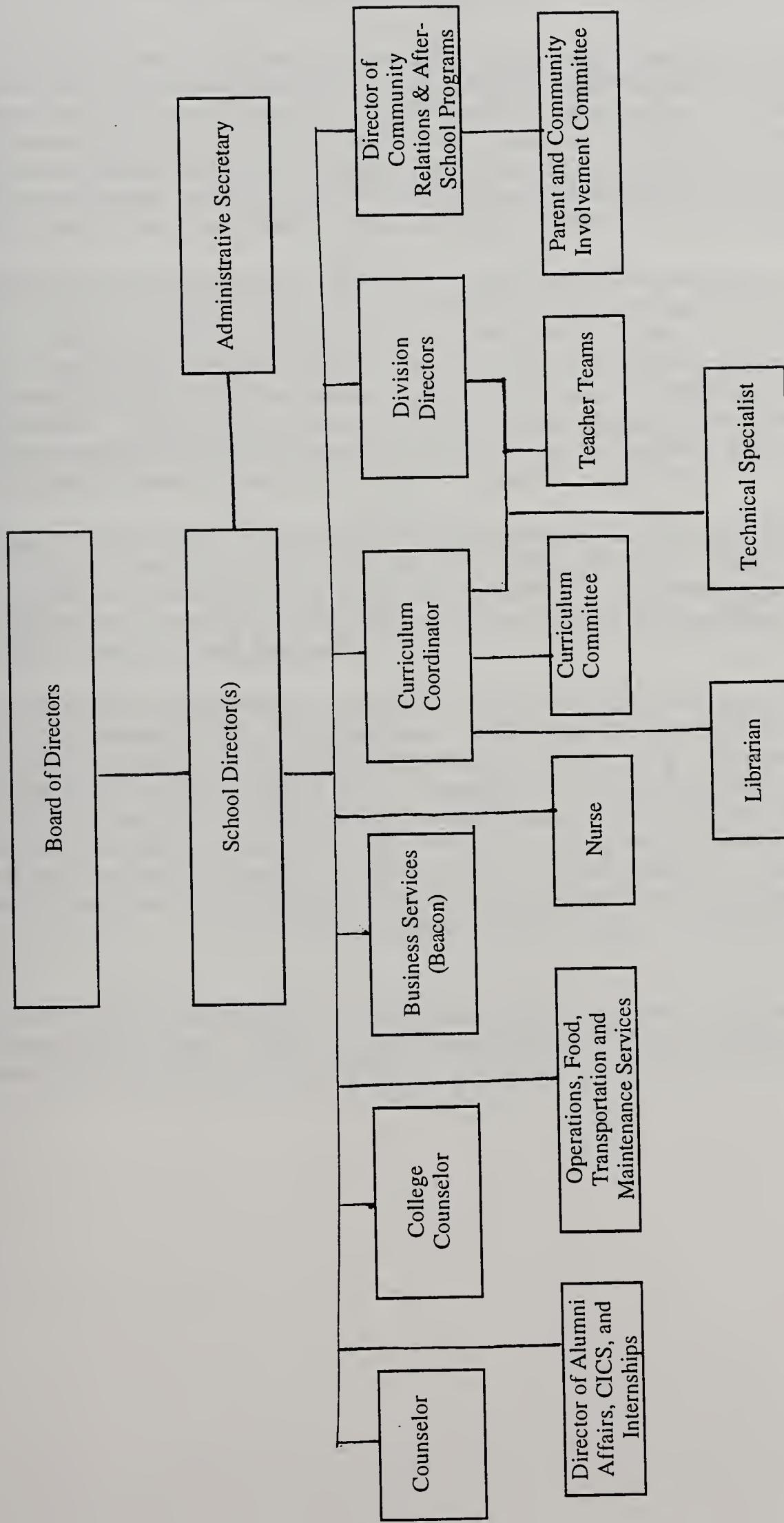
Director of Critical Issues in Contemporary Society, Internships, and Alumni Affairs

The Director of Critical Issues in Contemporary Society, Internships, and Alumni Affairs will be hired in year five to coordinate the junior year Humanities Course, corresponding Senior Internships, and Alumni Affairs.

Other Roles

If RCP cannot secure pro-bono services, the school will hire a part time Counselor, Nurse, Librarian, and Technology Specialist. In addition, the school will hire necessary food service and maintenance staff.

Roxbury College Preparatory Charter School Governance Structure (at full capacity)



Appendix G

Summer Opportunities for Students

RCP strives to ensure that its students have positive and productive summertime experiences. Although there are no mandatory summer "requirements" for RCP students, the school strongly encourages students and their families to consider a wide range of options. RCP has established nationwide partnerships to ensure that its students can participate in internships, attend camps, take part in an Outward Bound adventures, attend academic enrichment programs, and teach at Summerbridge programs. In addition, RCP middle school and high school students will have the opportunity to participate in the school's separately funded Empower Boston program.

RCP's Empower Boston program, modeled after the nationwide Summerbridge program, prepares middle school students for high school and attracts high school and college students to the teaching profession. At Empower Boston, rising sixth and seventh grade students (from RCP, Timilty, and other public schools) further their learning and become better-prepared for rigorous high school programs through summer enrichment classes taught by talented and dedicated local high school and college students. The summer classes are skill-based and engage students through exposure to new topics and through teaching conducted by positive young role models. Many of the high school and college students will serve as tutors throughout the school year.

Summerbridge programs exist in more than thirty cities nationwide, including New York, Los Angeles, Houston, Philadelphia, Atlanta, Miami, and Washington, D.C. Traditionally housed in independent schools, all Summerbridge programs are based on a common theme: **public middle school students are eager to learn from the high school and college students who serve as their teachers and mentors.**

In addition to preparing middle school students for high school, Empower Boston benefits the high school and college students who serve as teachers. The program directly addresses the concern that "college and university schools of education are not giving teaching candidates more and better hands-on experience in dealing with the kinds of real-life problems new teachers are sure to meet."¹⁸ At the beginning of each summer, Empower Boston teachers undergo an intensive week-long training session. During training, the high school and college students learn from professional teachers and professors, develop curriculum, present their lesson plans, and undergo simulations. Throughout each summer, professional teachers observe classes, provide feedback, and serve as mentors for these high school and college students who are interested in the teaching profession.

Empower Boston brings the powerful Summerbridge model to Boston. In the summer of 2000, the first group of RCP students will be taught by hard-working high school and college students who will reaffirm that learning is essential for one's future.

BOSTON PUBLIC SCHOOLS



JAMES P. TIMILTY MIDDLE SCHOOL

"DEDICATED TO EXCELLENCE"

ROGER F. HARRIS

Principal

SHIRLEY GONSALVES
Assistant Principal

NORMA SOTO
Director of Instruction

December 18, 1997

Robert V. Antonucci
Commissioner of Education
Massachusetts Department of Education
One Ashburton Place, Room 1403
Boston, MA 02108-1518

Dear Commissioner Antonucci:

I am writing to pledge my enthusiastic support for the proposed Roxbury College Preparatory Charter School.

As you know, it is my hope that Roxbury College Prep and the Timilty School will forge a close collaboration that will help bridge the gap between charter schools and Boston Public Schools. The innovative model of partnership will enrich education in the Roxbury community and provide students and teachers in both institutions with opportunities for individual and collective growth.

We look forward to a variety of collaborative efforts with Roxbury College Prep. Our teachers will work together to develop curriculum and share instructional methods. Teachers at both schools will be organized in Critical Friends Groups and will share best practices across schools. Timilty representatives also look forward to assessing Roxbury College Prep's program with other public school teachers and administrators. We recognize that this kind of partnership provides a chance for us to learn from each other, and we enthusiastically welcome this.

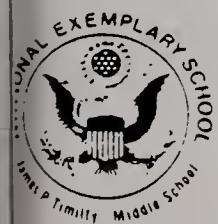
Students at the two schools will work together on a variety of programs and projects. For instance, students from Timilty and Roxbury College Prep will participate in the summer Empower Boston program. Timilty also will open its doors to include Roxbury College Prep students in our Citizen Schools program. In addition, students will have the chance to interact through athletics and books clubs, among other extracurricular activities.

Cooperation and collaboration are essential for the well-being of public education. I sincerely expect that the Timilty School and Roxbury College Prep will provide a model for future partnerships between public schools.

Sincerely,

A handwritten signature in black ink, appearing to read "Roger Harris".

Roger Harris
Principal, James P. Timilty Middle School



205 ROXBURY ST., JOHN ELIOT SQUARE, ROXBURY, MASSACHUSETTS 02119 • 635-8109, FAX: 635-8115 • AREA 617



Harvard Project on Schooling and Children

126 Mount Auburn Street
Cambridge, Massachusetts 02138-5701

telephone 617•496•3785 fax 617•495•1994
e-mail kay_merseth@harvard.edu

Katherine K. Merseth Executive Director

January 5, 1997

Robert Antonucci
Commissioner
Department of Education

Dear Dr. Antonucci:

I write to express my strong support for the creation of the Roxbury College Preparatory Charter School. I first became acquainted with one of the architects of this school, Evan Rudall, when he enrolled in my graduate seminar, School Reform: Curricular and Instructional Leadership, and later when he served as a Teaching Fellow for my seminar Charter Schools: Threats or Opportunities to Public Education, offered at the Harvard Graduate School of Education. I am a member of the faculty of the Graduate School of Education and also serve as the Executive Director of the Harvard Project on Schooling and Children, the university-wide initiative focused on the learning and well-being of children. I have frequently discussed Evan's plans for creating a model school for students from underprivileged areas. I think Evan understands the issues and will deliver a fine product. In addition, the proposed partnership with the Timilty Middle School forges wonderful, creative new links between charter schools and traditional public schools.

I also wish to indicate the support of the Harvard Project on Schooling and Children to this endeavor. The mission of the HPSC is to enhance children's learning and well-being and to support the institutions and individuals crucial to that goal. It is in this latter capacity that I offer the support of the Harvard Project on Schooling and Children to this endeavor. I can imagine that the school will utilize several Harvard resources and individuals at the Education School, the Kennedy School of Government, the Business School and others from various academic disciplines.

I hope you will see the merit in the Roxbury College Preparatory Charter School, and that you will give this application a most careful review. I find it extremely exciting and look forward to my association with it.

Sincerely,

Katherine K. Merseth

Katherine K. Merseth



DIVISION OF STUDENT AFFAIRS

Northeastern University, 104 Ell Hall, Boston, MA 02115

617.373.4384 Fax 617.373.2542 TTY 617.373.7858

December 22, 1997

Robert V. Antonucci
Commissioner of Education
Massachusetts Department of Education
1 Ashburton Place, Room 1403
Boston, MA 02108

Commissioner Antonucci:

I write in strong support of Roxbury College Preparatory Charter School's application for charter school status.

As Dean of Student Services at Northeastern University, I am committed to making university resources available to Roxbury College Preparatory Charter School (RCP). To help prepare Roxbury's students for higher education, Northeastern will provide tutors for RCP's middle school and high school students, college tours, access to university professors, and support throughout the college application process.

Through my association with Bridging Bridges and Concerned Black Men of Massachusetts, I will ensure that RCP students have access to invaluable mentors and positive out-of-school programming.

I value the opportunity to support an institution so committed to furthering educational opportunities in Roxbury. I look forward to helping Roxbury College Preparatory Charter School build a bridge to Northeastern University and community-based groups.

Sincerely,

J. Keith Motley
Dean of Student Services



YouthBuild Boston

January 2, 1998

Evan Rudall
6 Kingley Street
Allston, MA 02134

Dear Evan,

On behalf of YouthBuild Boston, I am proud to support the Roxbury College Preparatory Charter School. Educational resources such as the Roxbury College Preparatory Charter School are in great need in the greater Roxbury community.

YouthBuild Boston is committed to assisting the Roxbury College Preparatory Charter School secure a location by advocating with the Public Facility Department on the part of Roxbury College Preparatory Charter School. In addition, YouthBuild Boston, as a construction resource, will be available to provide any rehabilitation that the acquired site might require.

As a similar organization serving young people in the greater Roxbury community, YouthBuild Boston welcomes all opportunities to help our young people help other young people as a valuable tool for leadership development.

Sincerely,

Ken Smith
Executive Director

Appendix I

Resumes of RCP Founders and List of Advisors

Advisors

RCP's advisors include:

Barney Brower: Director Program for Educational Change Agents, Tufts University

Phil Caputo, Esq.: Executive Director, Ennis William Cosby Foundation

Dr. William H. Cosby, Jr.: Educator and Entertainer

Paula Elliot: Curriculum Developer, The Efficacy Institute

Leo Flanagan: Academy Director for the Junior Academy, Boston Renaissance Charter School

Sara Lawrence-Lightfoot: Author; Professor of Education, Harvard University

Dick Mason: Interim Director of Economic Development, Urban Edge

Ledyard McFadden: Northeast Regional Manager, Beacon Education Management

Katherine Merseth: Executive Director, Harvard Project on Schooling and Children

Alima Newton: BPS Parent and Roxbury Resident

Caroline Olivier: Educational Director, Ennis William Cosby Foundation

Robert S. Peterkin: Director, Urban Superintendents Program and Francis Keppel
Senior Lecturer on Education, Harvard University

Earl Phalen: Executive Director, The Bell Foundation

Ted Preston: Student, Harvard Graduate School of Business

Mike Sabin: Teacher, Amigos Program, John F. Kennedy School

Dr. Cornel West: Professor of Afro-American Studies and Professor of Philosophy
of Religion, Harvard University

JOSEPHINE M. CORRO

49 Thurston Road
Newton, MA 02164
617 969-0767 Home
617 423-3755 Work

Qualifications

- Twenty years experience facilitating education innovations in public schools K- Continuing Professional Development.
- Effectively and consistently engaging and influencing educators and key community leaders.
- Creating collaborations that strategically match needs and resources.
- Providing leadership, creativity and follow through for the successful conceptualization of dynamic partnerships.

Experience

PARTNERSHIP MANAGER Boston Private Industry Council 1987-Present

Manage the citywide coordination of over 60 school-business partnerships with Boston Public Schools.

Conducted community outreach in the development of a strategic plan for the new Boston Compact, an agreement on educational reform goals by Boston's major leaders.

Initiated Boston Public School middle and elementary school- business partnerships.

Developed extensive and varied business support for School Based Management Training.

Secured funding and business support for founding three National Academy Foundation school to work programs; Travel and Tourism, Finance and Public Service.

Conceptualized and wrote proposals for funding new programs including Green Tech, an environmental school -to- career program.

Developed and wrote partnership workbook, developed educational and career related materials.

Conducted training, facilitated meetings and provided technical assistance to partnerships resulting in more effective practices.

DIRECTOR, CORPORATE TRAINING Northeastern University 1985-87
State of the Art Engineering Program

Developed and administered high tech seminar series that traveled to major cities nationally resulting in substantial new revenues for the program.

Responsible for promoting state of the art engineering courses to high tech companies.

Interviewed and hired faculty for evening and seminar programs.

ASSISTANT DIRECTOR INFORMATION SYSTEMS Northeastern University 1983-85
Career Development and Placement

Assessed technical employment needs with Managers of Information Systems or Personnel Offices in high tech companies.

Developed job component of the first Masters Degree level Cooperative Education program resulting in 100% placement.

PROGRAM COORDINATOR The NETWORK, Inc. Andover, MA 1980-83
Project Inter-Action

Coordinated activities for one of five national educational sex equity projects funded by the U.S. Department of Education through the Women's Educational Equity Act.

Developed and presented training sessions on team building, effective planning for change and equity issues at both national and regional conferences.

Resourced equitable curriculum materials and developed training packets.

Facilitated school-community groups resulting in uniquely designed events for each school.

Wrote grants and proposals.

GUIDANCE COUNSELOR Bonny Eagle High School, West Buxton, ME 1973-1980
Mt. Ararat School, Topsham, ME

Counseled students individually and in groups concerning academic and personal plans.

Developed innovative educational programs in response to institutional and individual needs.

ADMISSIONS COUNSELOR AND PUBLIC INFORMATION OFFICER 1970-73
St. Joseph's College, No. Windham, ME

Developed an admissions recruiting program resulting in increased co-ed enrollment.

Established public relations office, developed media contacts and alumni news sheet.

EDUCATION

1980-82	Radcliffe College, Management Program: Organizational Behavior Courses	1970-72 University of Maine M. Ed. Guidance and Counseling
1966-70	St. Joseph's College B. A. Social Sciences	

PUBLICATIONS AND PRESENTATIONS

Author, FAIR FOR ALL: Schools Celebrate Equity, Co - Author, Problem Solving Skills for INTERSECT (Interactions for Sex Equity in Classroom Teaching) Co-Developer, Making Change for School Improvement, The NETWORK, INC., Andover, MA 1983.

MEMBER

Massachusetts Commission on Time and Learning
1987-1990 Statewide School-Business Partnership Committee
Chair, Advisory Committee of the Higher Education Information Center
Greater Boston One to One Mentoring -Provider Group

ROGER F. HARRIS
27 Faunce Road
Boston, Massachusetts 02126
H: (617) 298-2097 W: (617) 635-8109

EDUCATION:

Presently Boston College, Graduate School of Arts & Science
 Doctoral Candidate, 1997

1987 - 1988 Boston University, Boston Leadership Academy

1977 - 1980 Boston State College, Masters Degree,
 Educational Administration

1972 - 1974 Boston University, Bachelor of Science Degree,
 Human Movement & Health Education

1970 - 1972 McCook College, Associate of Arts
 McCook, Nebraska

MILITARY EXPERIENCE:

1966 - 1969 United States Marine Corps, Combat Duty Vietnam
 Honorable Discharge

PROFESSIONAL EXPERIENCE:

1989 - Present James P. Timilty Middle School, Principal

1995 - Present Curry College, Adjunct Faculty Member

1987 - 1989 Robert Gould Shaw Middle School, Principal

1977 - 1987 West Roxbury High School, Assistant Head Master,
 Dean of Discipline, House Master, Teacher,
 Coach (Football, Basketball, Track & Field)

1976 - 1977 Roslindale High School, Teacher (Physical Education
 and Health), Coach (Football)

1974 - 1976 Hyde Park High School, Teacher (Physical Education
 and Health), coach (Football)

AFFILIATIONS

Former President of The Black Educator's Alliance of Massachusetts,
Charles St. A.M.E. Church, Former Chairman of the Boy Scouts
of America Greater Boston Council (Heritage District), VFW,
Nat'l Association of Secondary School Principals, Phi Delta Kappa,
Vietnam Veterans Benefits Clearing House Board of Directors,
Boston Public Schools Guidance Counseling Task Force,
Code of Discipline Revisory Committee, Freedom House,
Director of the Boston Equal Rights League, Thompson Island
Educational Advisory Committee, Community Center School

Advisory Board, Member of the Massachusetts Commission on Time and Learning, Member of the Massachusetts Green Ribbon Commission, Citizen Schools Advisory Board, and Coming Up Strong Advisory Board

AWARDS/HONORS 1993 URBAN LEAGUE OF EASTERN MASSACHUSETTS
“PRESIDENT’S AWARD”

1992 MUSEUM OF AFRICAN AMERICAN HISTORY
“MEN OF VISION AWARD”

1992 BLACK EDUCATOR’S ALLIANCE OF MASSACHUSETTS
“EDUCATIONAL LEADERSHIP AWARD”

1991 BLACKS IN GOVERNMENT, BOSTON CHAPTER
“APPRECIATION AWARD”

1991 BOSTON URBAN BANKER’S FORUM
“EDUCATIONAL LEADERSHIP AWARD”

1991 VETERAN’S BENEFITS CLEARING HOUSE
“OUTSTANDING VETERAN ACHIEVEMENT AWARD”

1990 POINT OF LIGHT AWARD

PRESENTATIONS 1996 Harvard University, Guest Lecturer

1996 Boston College, Guest Lecturer

1993 Harvard University, Harvard Leadership Academy
(Invited Presenter On “The Role Of The Principal/Advocate”)

1993 Youth Worker’s Alliance of Boston
(Invited Speaker On “The Importance Of Youth Workers”)
(Collaborating With Schools)

1993 Department of Labor
(Guest Speaker on Inner- City Excellence In Education)

1992 Blacks In Government (Boston Chapter)
(Keynote Address)

1992 University of Massachusetts At Boston
(Invited Speaker On Inner-City Excellence In Education)

1992 Nation of Islam
(Invited Speaker On Coming Together To Stop Violence
In The Black Community)

1992 Massachusetts State Senate
(Invited Speaker On “Restructuring Schools For Success”,
Extended Day/Extended Year)

1992 John F. Kennedy Memorial Library, Horace Mann

BIOGRAPHY

J. Keith Motley
Dean for Student Services
Northeastern University

James Keith Motley was born in Pittsburgh, the son of John W. and Cornelia H. Motley. He attended the public schools there and while at Peabody High School captained the basketball team and was first violinist in the school orchestra.

Prior to attending Northeastern where he received both the Bachelor of Science and Master of Education Degrees, Dean Motley graduated from the University of Pittsburgh's Upward Bound Program.

At Northeastern he distinguished himself not only as a scholar, but as a vital member of the basketball team. He lettered four years and was captain in his final year. During his student days he was also a member and subsequent president of Iota Phi Theta Fraternity and has served as the New England Regional Director of that fraternity.

Recipient of numerous awards as a student, among them the African-American Institute Director's Award as the most outstanding Black senior, and the Amilcar Cabral Award. He was also honored in 1983 as a Greater Boston YMCA Black Achiever and in 1984 as an Outstanding Young Men of America recipient. Dean Motley received the Black Educators Alliance of Massachusetts Education Award 1985. The National Black Student Association honored him with the Positive Force Award (1984, 1985 and 1986). In 1989 Dean Motley received a citation from the Massachusetts House of Representatives for contributions to minorities in higher education, a Resolution from the Boston City Council for contributions to minority in higher education and The American Association of Health, Physical Education and Recreation Community Service Award. The Urban League Guild of Eastern Massachusetts honored him with their Education Award. Omega Psi Phi Fraternity presented him with their prestigious Carter G. Woodson Humanitarian Award, Phi Theta Kappa presented him with their Outstanding Service Award. Recently, he has received the Museum of Afro-American History 32 Men of Vision Award, the Harvard Street Neighborhood Health Center Black Male Life Center Community Service Award and the Disability Resource Center presented him with their Dedicated Advocate Award for work with the Deaf Student Association.

Dean Motley's career with Northeastern began in the Department of Admissions where he coordinated the admission process for the College of Criminal Justice and the College of Business as well as all minority programs.

After his appointment to the position of Assistant Dean/Director of Minority Student Affairs in 1982, his

responsibilities included academic monitoring of all minority students. Under his direction several programs to assist students both academically and financially have been developed, and are ongoing at the University. He is directly responsible for the institution of the Dean's Honor Roll Scholars Awards dinner where freshmen who make the Dean's List are honored. In addition, he began an annual Oratory Competition where winning competitors are awarded not only certificates, but financial assistance as well. Under his tutelage and the auspices of his office, students attend a Career Conference where they can speak with alumni and learn about employment opportunities in their fields of study. Dean Motley also authored the original proposal that has enabled 300 students, administrators, and faculty members from 16 Greater Boston Universities to hold a three day conference each year to discuss strategies to combat student retention.

In October, 1987, Keith was appointed Associate Dean and Director of the African-American Institute. His responsibilities included managing the three story building which houses a Cultural/Recreation Center, Counseling Component, Reading, Writing & Study Skills Faculty, Tutoring Program, Project Ujima Compensatory Education Program, Mini Resource Center, Library and Study/Conference Rooms.

In January, 1993, Keith was appointed Dean of Student Services. His new responsibilities include: management oversight of the Disability Resource Center, International Student Office, International Student Center, English Language Center, Academic Advisement of Athletes, Boston Housing Authority Grant Program, Minority Student Affairs, and the John D. O'Bryant African-American Institute.

Dean Motley also coaches on a part-time basis the championship basketball team as well. Because of his efforts, 95% of the athletes on scholarship graduate.

In addition to the Northeastern Huskies going to the NCAA's for seven years, his under 19 years of age basketball team from Roxbury's Cooper Community Center won the 1982 Championship, and his 1986 Boston Men's Open Basketball team won the Bay State Games, feats Keith is particularly proud of.

Keith is very active in his community serving as a member of the Board of Directors of the Roxbury YMCA, the Urban League of Eastern Massachusetts, Massachusetts Bay State Games Scholarship Program, the Concerned Black Men of Massachusetts, Inc., and the Advisory Board for the Sports Museum of New England.

Keith is chairman of the Concerned Black Men of Massachusetts Education Committee and project director for the Paul Robeson Institute for Positive Self-Development, a Saturday learning experience developed to assist Black males in grades three through six in their ascension towards manhood.

Keith is also a Board member of the Reggie Lewis Foundation and serves as a spokesperson for its' President/CEO Donna Harris Lewis.

Michele Renae Pierce

14 Mayfair Street
Roxbury, MA 02119
617-445-2327

EDUCATION:	HARVARD UNIVERSITY Graduate School of Education, Administration, Planning and Social Policy Merit based full-tuition award.	CAMBRIDGE, MA M.Ed. 1995 Ed.D. CANDIDATE
	STANFORD UNIVERSITY Stanford Teacher Education Program Irvine Fellowship--merit based full tuition award.	STANFORD, CA M.A. 1992
	WESLEYAN UNIVERSITY Double Major:English/Afro-American Studies	MIDDLETOWN, CT B.A. 1991
	SCHOOL FOR INTERNATIONAL TRAINING	KENYA, AFRICA January -June 1990
	FIELDSTON ETHICAL CULTURE SCHOOL	RIVERDALE, N.Y. Class of 1987

EXPERIENCE:

HARVARD UNIVERSITY SCHOOL OF EDUCATION	SPRING 1997
Teaching Fellow: Course entitled T-131 Teachers, Leadership and Power: School Reform From The Classroom with Katherine Boles. Responsibilities included: Revising course from last year, weekly planning sessions with professor, teaching responsibilities (leading full class discussions on literature), grading papers and collaborative projects, consulting with students on their written work.	
HARVARD UNIVERSITY: PROJECT ZERO	SEPT 1995-JUNE 1996
Research Intern: Worked with Project Zero/Massachusetts School Network collaborative on an implementation of portfolio assessment. Responsibilities included: extensive observation and interviewing of teachers from six public schools, writing of two teacher biographies for publication.	
DORCHESTER YOUTH COLLABORATIVE	SPRING 1996
Educational Consultant: Worked as an academic advisor for three high school students who have just started in a major motion picture about Urban Youth and post-traumatic stress disorder entitled "Squeeze". (Release date:Summer 1997, Miramax.)	
CLARK & WEINSTOCK	SUMMER 1995
Senior Researcher: Corporate/Public School Partnership Project for New York City Consulting Firm. Responsibilities included: qualitative research and data analysis, writing of a case study on Minneapolis as a model of success in public school partnerships.	
SUMMERBRIDGE NEW HAVEN	SEPT 1992-SEPT 1994
Summerbridge Director: Founding director of Summerbridge New Haven, an academic enrichment program for inner-city youth. The goals of the program are twofold: " <i>getting younger students into learning and older students into teaching.</i> " (Newsweek) Administrative responsibilities included: major fundraising and budget management, hiring and overseeing a staff of twenty-five high school and college teachers, recruiting students from six public schools in New Haven, consulting with families of students on placement into academically rigorous high school programs, curricular development and training for Saturday School during the academic year, creating and cultivating a Board of Directors which included Marian Wright Edelman, Dr. William H. Cosby Jr., and Dr. James Comer.	

EVAN RUDALL

205 Roxbury Street
Roxbury, MA 02119
(617) 285-5209
evanrudall@aol.com

EDUCATION: Harvard University Graduate School of Education, Cambridge, MA

Master of Education in Administration, Planning, and Social Policy, June, 1997

Wesleyan University, Middletown, CT

Bachelor of Arts in Government, May, 1992

CERTIFICATION:

Massachusetts Teacher Certification in Social Studies (5-9) and Middle School (5-9), November, 1996

Massachusetts Middle School Principal Certification, July, 1997

ADMINISTRATIVE AND TEACHING EXPERIENCE:

1997 to **Consultant, INDEPENDENT AND CHARTER SCHOOLS** Boston, MA and Chicago, IL
1998 Served as Director of Roxbury College Preparatory Charter School's founding team. Worked with parents, educators, community organizations, and business leaders to found a K-12 charter school. Oversaw all aspects of school design including development of standards, curriculum, and assessments, facility search, and community outreach. Established board of directors, professional development and school accountability plans, and school budget. Also hired by Francis W. Parker School and The University of Chicago Laboratory Schools to found Summerbridge program for Chicago Public Middle School students. Wrote grants to foundations and corporations to raise \$120,000 yearly budget.

1996 to **Principal Apprentice, JAMES P. TIMILTY PUBLIC MIDDLE SCHOOL** Roxbury, MA
1997 Assisted Middle School Principal in assessment and administration of Blue Ribbon Boston Public School. Authored Pilot School proposal to found Timilty High School. Participated in weekly administration meetings and daily grade-level meetings. Observed teaching and evaluated curriculum. Fulfilled Massachusetts Principal Certification requirements.

1996 to **Teaching Fellow, HARVARD UNIVERSITY and LESLEY COLLEGE** Cambridge, MA
1997 Collaborated with Harvard professor to design and co-teach course entitled, "Charter Schools and Pilot Schools." Worked with Lesley professor to redesign and co-teach course entitled, "Middle School Philosophy, Curriculum, and Instruction." Chose curriculum materials, facilitated discussion, and assessed student work in both courses.

1995 to **Assistant Middle School Director, KENTUCKY COUNTRY DAY SCHOOL** Louisville, KY
1996 Assisted the Middle School Director in directing the middle school program. Oversaw discipline issues. Developed and implemented enrichment activities for fifth - eighth grade students that included weekly student-run assemblies and periodic community workshops and programs. Tracked student performance and student issues. Worked with class sponsors to plan trips and retreats. Instituted Middle School Student Council.

1993 to **Faculty Member, KENTUCKY COUNTRY DAY SCHOOL** Louisville, KY
1996 Designed and taught new seventh grade world geography curriculum. Collaborated with seventh grade teachers to create an integrated and multicultural curriculum. Coached middle school basketball and soccer teams and varsity tennis team. Served as advisor for twelve seventh graders. Taught seventh grade history and computer classes as first-year teacher.

1993 to **Director, SUMMERBRIDGE LOUISVILLE** Louisville, KY
1995 Solicited funds from and wrote grants to foundations and corporations to sustain \$100,000 yearly budget. Recruited public middle school students to participate in year-round tutorials and intensive six-week summer academic enrichment program. Recruited and trained high school and college students to teach student-centered enrichment classes. counseled and advised middle school students and their parents. Served as National Admissions Coordinator for thirty Summerbridge programs. Developed and published program materials.

1993 to **Consultant, KENTUCKY DEPARTMENT OF EDUCATION** Louisville, KY
1995 Trained teachers and administrators from Kentucky Department of Education to include the Summerbridge model as a component of Kentucky Education Reform Act. Provided on-going support and training to teachers and administrators from four rural schools that hosted successful Summerbridge-modeled "Empower Kentucky" programs. Co-produced a television documentary that featured Summerbridge Louisville and Empower Kentucky.

1992 **Orientation Coordinator, Dean's Office Intern, WESLEYAN UNIVERSITY** Middletown, CT
Planned and implemented New Student Orientation for 800 students. Developed and coordinated social and educational programs involving students, faculty, administration, and staff. Trained to facilitate prejudice-awareness workshops. Managed \$60,000 budget. Created twenty-eight page guidebook for new students.

1991 to **Senior Interviewer, WESLEYAN UNIVERSITY** Middletown, CT
1992 Interviewed and evaluated prospective students. Led group information sessions and campus tours for applicants and parents. One of six seniors selected to represent Admissions Office for the summer, fall, and spring months.

1991 to **Head Teaching Apprentice, WESLEYAN UNIVERSITY** Middletown, CT
1992 Coordinated eight student-run seminars and designed curriculum for seventy-five undergraduates. Facilitated class discussions and critiqued student response to written questions on a weekly basis.

CHERYL LYNN WATSON
13 Marina Way Drive
Sewaren, NJ 07077
(908) 634-1525

education

1996-1997	HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION Awarded Ed.M. Concentration in administration, planning and social policy. Principal Certification Pattern.	CAMBRIDGE, MA
Summer 1994-1996	COLUMBIA UNIVERSITY TEACHERS COLLEGE Awarded Advanced Writing Process Institute Certificate.	NEW YORK, NY
1989-1993	MARYMOUNT COLLEGE Awarded Bachelor of Science in Education. G.P.A. in Major 3.85/4.0. <i>Honors:</i> Cum Laude. Dean's List for four semesters. Recipient of the Juliet Creedon Endowed Scholarship.	TARRYTOWN, NY
Fall 1992	AMERICAN UNIVERSITY IN CAIRO Study Abroad Program (15 credits earned).	CAIRO, EGYPT

certification

New York State Common Branch K - 6 and New York City Common Branch K - 6.
New York State and Massachusetts Principal Certificate (N-5 and 5-9).

professional experience

Spring 1997	JAMES P. TIMILTY MIDDLE SCHOOL Principal Apprentice. Grades 6-8. Shadowed school building principal. Attended administrative, School Board, Cluster and School Based Management Team meetings. Assisted in improving staff development workshops.	ROXBURY, MA
Spring 1997	LONGFELLOW ELEMENTARY SCHOOL Principal Apprentice. Grades K-8. Shadowed school building principal. Organized and supervised school mentoring program. Assisted with school budget. Monitored school curriculum. Assisted in improving parent volunteer roles in school.	CAMBRIDGE, MA
Summer 1996	SPONSORS FOR EDUCATIONAL OPPORTUNITIES (S.E.O.) Team Leader. Grade 7 and grade 8. Supervised and implemented "World of Work" Summer Institute.	BROOKLYN, NY
Fall 1995- Spring 1996	THADDEUS STEVENS ELEMENTARY SCHOOL Teacher. Grades K-3 Ungraded Primary Program. Supervise entire instructional day programs. Organize total class learning experiences. Prepare and implement daily lesson plans. Utilize different models of teaching and evaluation. <ul style="list-style-type: none">• Whole Language• Cooperative learning• Madeline Hunter's Model• Performance - Based Assessment• Gardner's Theory of Multiple Intelligence• Bloom's Taxonomy Attended faculty, E.P.C., P.P.C., and departmental meetings. Member of the Comer Project School Based Management Assessment Team and school wide social committee. U.F.T. Delegate. Nominated for Mayoral Recognition Award for excellent new teachers.	BROOKLYN, NY
Fall 1993- Spring 1995	Teacher. Grade 2, Heterogeneous Mainstream Classroom.	

Endnotes

¹Data gathered from the 1997 Stanford 9 Achievement Test Results, using Roxbury-area schools (elementary: Ellis, Emerson, Hale, Higginson, Mason, Mendell, and Tobin; middle: Dearborn, Lewis, Tobin and Wheatley). No 1997 data were available on 3rd grade reading scores, so 1996 data were used here. See Office of Research, Assessment, and Evaluation. Boston Public Schools. "Stanford 9: Achievement Test (Part 1). System and School Level Results -- Spring 1997 Performance Levels."

²Modern Red Schoolhouse Institute. "Design Document" (Indianapolis: Hudson Institute, 1996): p. 2.

³Linda Darling-Hammond. The Right to Learn (San Francisco: Jossey-Bass, 1997): p. 74.

⁴Modern Red Schoolhouse Institute. "May We Help You?" (Nashville).

⁵Finlay McQuade and David W. Champagne. How to Make a Better School (Boston: Allyn and Bacon, 1995).

⁶Jon Saphier and Robert Gower. The Skillful Teacher (Carlisle, MA: Research for Better Teaching, Inc., 1997) p. 460.

⁷Modern Red Schoolhouse Institute. "Design Document" (Indianapolis: Hudson Institute, 1996): p. 10.

⁸Modern Red Schoolhouse Institute. "Design Document" (Indianapolis: Hudson Institute, 1996): p. 11.

⁹Massachusetts Department of Education. "Advisory Opinion on Student Discipline" p. 4.

¹⁰Lucy Knight. Knight Consulting, Evanston, IL.

¹¹Robert Simons. "Control in an Age of Empowerment" (Boston: Harvard Business Review, March/April, 1995).

¹²Finlay McQuade and David W. Champagne. How to Make a Better School (Boston: Allyn and Bacon, 1995) p. 217.

¹³Adapted from Modern Red Schoolhouse (Nashville) and Francis W. Parker Charter School (Fort Devons, MA).

¹⁴Adapted from Modern Red Schoolhouse (Nashville) and Francis W. Parker Charter School (Fort Devons, MA).

¹⁵Adapted from Modern Red Schoolhouse (Nashville) and Francis W. Parker Charter School (Fort Devons, MA).

¹⁶Annenberg Institute for School Reform. Brown University, Providence.

¹⁷Annenberg Institute for School Reform. Brown University, Providence.

¹⁸The Public School Forum of North Carolina. "A Profession in Jeopardy" p. 5.

